Marshall University Course Syllabus

CJ 325: JUVENILE JUSTICE -Online

As noted above and per your enrollment, this course is 100% online. Thus, all contact and communications will occur online and all course requirements are to be submitted online within this course.

Course Name	CJ 325 - Juvenile Justice
Department	Department Criminal Justice & Criminology
Semester	Spring 2017
Name	Dr. Kimberly DeTardo-Bora
Email	detardobora@marshall.edu
Telephone	304-696-3084
Office	Smith Hall 736
Course Start Date	January 9, 2017
Course End Date	May 5, 2017 (final exam due by midnight)

For course start and end dates, as well as other deadlines such as add/drop and withdraw, go to the Academic Calendar http://www.marshall.edu/calendar/academic/

COURSE MATERIALS

The following text is required for this course:

Title	Juvenile Justice
Author(s)	Hess, K. M., Orthmann, C. H., & Wright, J.P.
Publisher	Cengage Learning/Wadsworth
Edition	6th (2013)
ISBN	10: 1-133-31593-3 or 13: 978-1-133-31593-3

Textbooks and materials may be ordered online at the Marshall University Bookstore *http://www.bkstr.com/marshallstore/home/en*

COURSE DETAILS

Catalog Description: This course examines the historical development, legal foundations, and present system of juvenile justice.

Credit Hours: 3

Prerequisites: CJ 200-Introduction to Criminal Justice

Number of hours per week required to successfully complete the course
Online: __5___ hours per week
Offline: __2___ hours per week

COMPUTER REQUIREMENTS

Requirements (this includes plug-ins, hardware/software check, etc.) for a MU Online course-http://www.marshall.edu/wpmu/muonline/2011/11/07/computer-requirements/

Help Desk – for technical assistance 877-689-8638 (Toll free)
http://www.marshall.edu/ucs/cs/helpdesk/

Troubleshooting – for username/password problems, computer problems, and course tool problems-http://www.marshall.edu/selfservice/loginselfservices/index.php

FAQ – Frequently Asked Questions -
http://www.marshall.edu/wpmu/muonline/category/skb/

PROGRAM LEARNING OUTCOMES

Upon completion of the Bachelor of Arts degree in Criminal Justice, and in part emphasized and reinforced through this course…

1. *identify* the components, roles, and practices that are integral to the criminal justice system using specialized terminology;
2. *identify, practice, and interpret* key methodological concepts used in scholarly research in the field of criminal justice/criminology and *describe* the limitations and/or potential policy implications;
3. *examine* the principles of substantive, procedural, and evidentiary criminal law that regulate and guide the criminal justice system and its primary actors;
4. *explain* the nature, extent, causation, and prevention of crime using theoretical foundations in criminal justice/criminology;
5. *incorporate* information from relevant media sources to support a written product with citations that follow the *APA Publication Manual*.

COURSE OBJECTIVES

Each student learning objective will be assessed via exams, quizzes, discussions, a safety plan assignment, and a written assignment.

Course Learning Objectives	**How Each Objective is Practiced in this Course**	**How Each Objective is Evaluated in this Course**
Upon completion of this course, students will be able to:		
a. *examine* the history of the juvenile justice system;	Practice quiz, Lecture (chapter 2); Reading on the juvenile death penalty	Exam #1; Quiz on the juvenile death penalty
b. *distinguish* stages of youth development;	Practice quiz, Lecture (chapter 4)	Exam #2, Discussion #2

Course Learning Objectives	**How Each Objective is Practiced in this Course**	**How Each Objective is Evaluated in this Course**
c. *differentiate* characteristics of youth as offenders, victims, and youth at risk;	Practice quiz, Lecture (chapters 5, 6, & 7)	Exam #2
d. *develop* a systems perspective of law enforcement, the courts, corrections, and the community and describe how each one interacts with youth;	Practice quiz, Lecture (chapters 8, 9, 10, & 11), Reading on disproportionate minority contact	Exam #3; Quiz on disproportionate minority contact
e. *compare* treatments and preventative measures for youth;	Practice quiz, Lecture (chapters 12 & 13)	Exam #4, Discussion #3, School safety and security assignment
f. *apply* key course concepts to a scholarly research article.	Discussion #1, #2, #3	Writing assignment

COURSE SCHEDULE

Since this is an online course, you have some flexibility to work at your own pace within the course start and end dates. However, exams, discussions, and assignments must be completed by the dates posted (see Table below). Even though you have the flexibility to work at your own pace, please do not underestimate the amount of time necessary to go through the online content as well as thoroughly read the chapters from the text. You should be prepared to spend at least 6-10 hours per week both online and offline to successfully complete the course.

It is expected that **students will read the textbook chapters entirely**. Each chapter in the course corresponds to the respective chapter in the text (although the titles may sometimes not be the same). Within each unit there are two to four chapters, one discussion session (in three of those units), and one exam. Unit #3 contains the writing assignment in lieu of a discussion. Each chapter contains a practice quiz with fill-in the blank questions and matching questions for practice, and a lecture corresponding to the topic at hand. Furthermore, the lectures contain valuable web links to external sources to enhance student learning about the topic, and it is strongly encouraged for students to explore these sites to bolster their knowledge of key concepts.

Important Due Dates: Main Course Schedule			
Unit	**Dates Available**	**Themes and Activities**	**Due Dates**
Unit #1	1/9/2017-2/5/2017	*An Overview of the Juvenile Justice System* *Discussion #1 (participate at least once a week) *Exam #1 (chapters 1-3) (optional practice quiz) *Scott (2005) reading on the juvenile death penalty and quiz *Orientation quiz (for bonus points)	Sunday, February 5, 2017 by midnight EST
Unit #2	1/29/2017-3/5/2017	*Our Nation's Youth* *Discussion #2 (participate at least once a week) *Exam #2 (chapters 4-7) (optional practice quiz)	Sunday, March 5, 2017 by midnight EST
Unit #3	2/26/2017-4/9/2017	*The Contemporary Juvenile Justice System* *Writing assignment *Exam #3 (chapters 8-11) (optional practice quiz) *Penn (2006) reading on disproportionate minority contact and quiz	Sunday, April 9, 2017 by midnight EST
Unit #4	3/26/2017-5/5/2017	*The Juvenile Justice System in the Twenty-First Century* *Discussion #3 (participate at least once a week) *Exam #4 (chapters 12 & 13) (optional practice quiz) *School safety and security plan	Friday, May 5, 2017 by midnight EST

ASSESSMENT MEASURES & GRADING CRITERIA

Assessment Measures

	Item	Activity	Value (Points)
(1)	4 Exams	50 questions/exam x 4	200
(2)	3 Class Discussions	1 question at 25 pts each	75
(3)	1 Writing Assignment		50
(4)	2 Quizzes + Action Plan		52
	Total Points		377

You may check your grades at any time by clicking "My Grades."

Grading Criteria

A	90% – 100%	338 – 377 points
B	80% – 89%	300 – 337 points
C	70% – 79%	266 – 299 points
D	60% – 69%	229 – 265 points
F	0 – 59%	0 – 228 points

1. Exams (Use a regular PC not an IPad or laptop)
Exams can be accessed by clicking on the "Units/Course Content" buttons, respectively. The dates for each exam can be found on the course schedule above. A proctor will not be required, nor will any other special arrangements be required. There are four timed exams (60 minutes each), one at the end of each unit. Each exam consists of 10 true/false questions and 40 multiple choice questions. The fourth exam is not comprehensive. The exams need to be completed by the dates listed on the schedule, and you are allowed only one attempt at each exam, so make sure you are well prepared.

Before you take an exam, you are welcome to take the practice quiz for that unit without penalty. The practice quizzes are not calculated as part of your course grade but will provide you with feedback on the areas in which you may want to review prior to taking the exam. The practice quizzes are optional.

PLEASE NOTE: You should be thoroughly prepared to take the exams without the use of your notes, textbook, or other resources as they are timed assessments, and you only have one opportunity to answer a question (i.e., you will not have time to go searching for answers nor come back to a question). In addition, each exam is randomly generated; therefore, no two assessments will be the same.

2. Class Discussions
The discussion sessions are a forum for learning from each other, not simply designed for making random comments and moving on. Also, while I monitor the discussions very closely, I will only participate to make clarifications or respond to a post that has not been answered.

In total, there are discussion sessions for three units (Units #1, #2, and #4). (1) Respond to the question directly (an original post) and to at least three points or issues that have been raised by your fellow peers. This facilitates more *"active participation"* and more emersion in the course material. Your answer/response should be well thought out, articulate, and insightful. Also, do not respond with a simple statement such as "I agree." Plus, (2) cite course material and an external related research article to support your thoughts. (3) Post throughout the discussion period, that is, weekly and not just in the last 48 or 24 hours before it is due. (4) Postings are to be written in a professional manner with proper grammar, spelling, and syntax. I advise students to type it in MS Word or other word processor to check for spelling, grammar, etc. and then copy the post over into the discussion forum. You should write it as you would any formal writing assignment and not an email or instant message. Furthermore, please refrain from using expletives.

In grading the discussions, I will take into account the criteria as explained above and as shown in the following rubric.

Discussion Board Grading Rubric

	Levels of Achievement			
Criteria	**Advanced**	**Capstone**	**Milestone**	**Introductory**
Critical Thinking/Connections	**6 to 7 points** Displayed an excellent understanding of the underlying concept(s) being discussed. Uses an external academic/research source (not the textbook) to support important points (source is cited).	**4 to 5 points** Displayed some understanding of the underlying concept(s) being discussed. Uses either course material or the textbook as a source to support important points (source is cited).	**2 to 3 points** Displayed minimal understanding of the underlying concept(s) being discussed. Limited use of course materials and academic research sources to support points (source may or may not have been cited).	**0 to 1 points** Displayed little understanding of the course materials and the underlying concept(s) being discussed. Use of course materials and research sources to support points is missing.
Timeliness	**5 to 6 points** Provided posts early and throughout the monthly discussion period (i.e., posts are made weekly).	**3 to 4 points** Provided most of the posts early and throughout the discussion period (i.e., all but one post was made weekly).	**2 to 2 points** Provided some of the posts early and then didn't return to the discussion until the end of the discussion period. Or participated in a haphazard fashion.	**0 to 1 points** Provided posts at the end of the discussion period (i.e., the last week or last couple of days).
Participation	**5 to 6 points** Contributed an original post and three response posts or more than four posts.	**3 to 4 points** Contributed an original post and two response posts.	**2 to 2 points** Contributed two posts total (one original and one reply).	**0 to 1 points** Contributed just one reply or original post or contributed nothing to the discussion.
Mechanics/Stylistics	**5 to 6 points** Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	**3 to 4 points** Written responses are mostly free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.	**2 to 2 points** Written responses contain more than 3 grammatical, spelling or punctuation errors. The style of writing somewhat inhibits communication.	**0 to 1 points** Written responses contain more than 4 grammatical, spelling or punctuation errors. The style of writing does not facilitate communication.

3. Writing Assignment

Directions for the written assignment are as follows:

Step 1: Choose an area of interest about some aspect of juvenile delinquency or juvenile justice from one of the chapters in the Hess et al. (2013) text. Possible topics include: learning disabilities, physical, emotional, and sexual abuse, ADD/ADHD, truancy, runaways, violent youth offenders, gangs, the juvenile court, sentencing alternatives, juvenile detentions, prisons, or boot camps, preventing delinquency, and treatment.

Step 2: Go to the library website at http://www.marshall.edu/library/. Then, select the appropriate article databases such as EBSCOHost, PSYCInfo, or Criminal Justice Abstracts (CSA). Also, be sure that the journal article is from a scholarly source (check the box "peer reviewed").

Step 3: Summarize the research article and respond with your opinion in two complete pages (typed, double-spaced). (A) Start with an introductory paragraph that captures, in general terms, the main topic of the article and your essay. In paragraphs two and three, summarize the research study in greater detail. Discuss the type of methodology that was used as well as the findings/results of the study. (B) Around paragraph four, discuss your opinion of the study and the results. (C) In the final paragraph, make concluding remarks about how this information is helpful or useful to those who work in the field with juveniles. More specifically, provide at least two examples or key concepts of how the information in the article can be used and/or applied to juveniles or ways in which it can be utilized in the current juvenile justice system. Last, include a reference page and in-text citations in either APA or MLA. APA and MLA style guides can be found on the MU library website by going to the heading "Research" where you will see "Research Assistance" and then "How to Cite Sources" or at http://www.marshall.edu/library/services/help.asp. Be sure to put page numbers on your document as well as your name!

Step 4: After the paper has been written, make sure you have provided citations when paraphrasing or directly quoting the information throughout your paper and include a reference citation. I use the reference citation to determine if you retrieved a peer reviewed source. Plus, make sure that the formatting is correct (i.e., page length, margins, etc.). Review these reminders below.

- Remember to refer to the author(s) of the research article by name (example: According to Bora… or if using APA, Bora (2009) stated that "…..") instead of writing "the article said…."
- Make sure the paper is double-spaced with margins no larger than 1 inch top and bottom/left and right (Word defaults at 1 inch top and bottom and 1.25 left and right so be sure to change it). You may NOT use any font size larger than 12 and you must use Times New Roman.
- Go to the "Writing Assignment" link in Unit #3 and upload your paper there.

In grading the writing assignment, I will use the grading rubric as shown.

Writing Assignment Grading Rubric

	Levels of Achievement			
Criteria	**Advanced**	**Capstone**	**Milestone**	**Introductory**
Reference / Scholarly Source	**9 to 10 points** A peer reviewed and academic article was used.	**7 to 8 points** Multiple sources were used instead of just one source, making it difficult to decipher the scholarly nature of the source used.	**5 to 6 points** The title of the journal or information was missing to determine whether the source was scholarly in nature.	**0 to 4 points** A peer reviewed and academic article was not used.
Organization and Summary	**9 to 10 points** Paper contained an introductory paragraph, body, and concluding paragraph.	**7 to 8 points** Paper contained an introductory paragraph, body, and concluding paragraph but may have lacked clarity in one of these areas.	**5 to 6 points** Paper did not contain a sufficient introductory or concluding paragraph and lacked some detail about the article.	**0 to 4 points** Paper did not have an introductory or concluding paragraph and did not contain a detailed description of the article.
Application Skills	**9 to 10 points** At least two examples were provided as to how the information can be used by practitioners in the juvenile justice system.	**7 to 8 points** At least one example was provided as to how the information can be used by practitioners in the juvenile justice system.	**5 to 6 points** An example was provided but it was incorrectly linked to practice among those who work in the juvenile justice system.	**0 to 4 points** The article's content was not applied to juveniles or to those who work in the juvenile justice system.
Mechanics	**9 to 10 points** No spelling, grammatical errors, or punctuation errors were found.	**7 to 8 points** One or two spelling, grammatical errors, or punctuation errors were found.	**5 to 6 points** Three or four spelling, grammatical errors, or punctuation errors were found.	**0 to 4 points** Five or more spelling, grammatical errors, or punctuation errors were found.
Citation Style	**9 to 10 points** No citation errors were found in the text and on the works cited/reference page.	**7 to 8 points** One or two citation errors were found in the text or on the works cited/reference page.	**5 to 6 points** Three or four citation errors were found in the text or on the works cited/reference page.	**0 to 4 points** Five or more citation errors were found in the text or on the works cited/reference page.

4. Quizzes and Action Plan

A few additional readings, quizzes, and assignments will be administered in most of the units to highlight some of the key issues in the juvenile justice system. For example, these assignments and quizzes will strengthen your understanding of disproportionality of minority youth in the juvenile justice system, the issues surrounding the juvenile death penalty, and school safety and security. You will be prompted in each unit with directions as how to proceed with these tasks.

In grading the writing assignment, I will use the grading rubric as shown.

Safety and Security Plan Grading Rubric

	Levels of Achievement		
Criteria	**Mastery**	**Capstone/milestone**	**Introductory**
School Description	**4 to 5 points** Describes the high school or local high school fully using details about the number of students and other characteristics of the school.	**2 to 3 points** Describes the high school or local high school partially. May miss some details about the number of students and/or other characteristics of the school.	**0 to 1 points** Does not describe the high school or local high school. Fails to provide key information.
Crime Indicator Application	**9 to 10 points** Accurately and adequately applies at least three indicators (includes titles and numbers of the indicators) to the selected school.	**7 to 8 points** Accurately and adequately applies at least three indicators but omits the title and numbers of the indicators to the selected school.	**0 to 6 points** Does not apply the indicators to the school, but just regurgitates information about each one.
Safety Indicator Application	**9 to 10 points** Accurately and adequately applies at least two school safety and security measures (includes titles and numbers of the indicators) to the selected school.	**7 to 8 points** Accurately and adequately applies at least two school safety and security measures but omits the title and numbers of the in indicators to the selected school.	**0 to 6 points** Does not apply the safety and security indicators to the school, but just regurgitates information about each one.
Mechanics (grammar, spelling, punctuation, etc.)	**4 to 5 points** No spelling, grammatical errors, or punctuation errors were found.	**2 to 3 points** One or two spelling, grammatical errors, or punctuation errors were found.	**0 to 1 points** Three or four spelling, grammatical errors, or punctuation errors were found.

INSTRUCTOR COMMUNICATION

You are not required to see me in person. To communicate with me, please use the "*Mail"* tool in the course and refrain from emailing me outside of the course to my main Marshall email account unless it is urgent. Under most circumstances, I will get back to you within 24 hours (normally between the hours of 8:30 AM and 4:30 PM EST Monday through Friday). However, there may be times when my response is delayed during weekends or when I am out of town at an academic conference. If you happen to be on campus, you can also look me up in person. My office is in Smith Hall 736 and my phone number is 304-696-3084. I also have voice mail if you need to leave a message.

COURSE POLICIES

Deadlines and Penalties

You must adhere to the dates listed for completion of exams, discussions, and assignments. Once a due date has expired, the item will no longer be accessible (or writeable, in the case of discussions) and you will receive a zero for that particular item. While there is some flexibility in an online course to proceed at your own pace, it is imperative that you complete the exams as well as the discussion sessions by the due dates listed on the schedule to assure successful course completion. The discussions, exams, and assignments will become **UNAVAILABLE** after midnight on the due date. While you can take an exam before the due date (as soon as it is made available), please make sure you are thoroughly prepared to complete it successfully, as you only have one attempt at each exam. At the same time, do not wait until the last available minute on the due date to complete an exam because you never know when a technological glitch can occur (which I cannot be responsible for). You should plan to complete all activities at least one day prior to the scheduled due date to be on the safe side. This way, if there is a technical problem, you can contact me and I can try to remedy the situation. If you contact me on the day an activity is due, I cannot do anything about it!

Excuses

Because there is a degree of flexibility in completing items, it is your responsibility to keep track of dates and give yourself enough time for completion. If you wait until the last minute, there is no one to blame but yourself. With that being said, I am also not heartless. If there is something that occurs which prevents your access to the course for a significant length of time (e.g., serious illness, death in the family, or personal tragedy) please contact me as soon as possible and we may be able to work something out. In this case, I will need verification, and it will be left to my discretion on its acceptability.

Extra Credit

There is only ONE extra credit opportunity in this course. If you took my advice in my welcome letter, and completed the Orientation Quiz, you will receive as many as 10 extra points. This many not seem like a lot, but they have made a difference in many students' grades in the past, especially if they were on the border. Please DO NOT ask me for any additional extra credit opportunities. That is all I got!

Material on this Site

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Academic Dishonesty

While this is an online course, the same standards used in a traditional classroom setting must be followed. That is, you are expected to do your own work. You must complete your exams individually, without the assistance of another person. Anyone who violates this policy will receive a failing grade for the course.

Academic Dishonesty includes cheating, fabrication and falsification of data or information, plagiarism, bribes/favors/threats, and complicity. More specifically with regards to plagiarism, "It is the student's responsibility to clearly distinguish their own work from that created by others. This includes the proper use of quotation marks, paraphrase and the citation of the original source. Students are responsible for both intentional and unintentional acts of plagiarism" (MU Undergraduate Catalog). If a student violates this policy, discretion will be used by the instructor; the possible sanction to be applied will be

a failing grade for the assignment, exam, or paper. For those of you who need a reminder about the policy, please refer to the MU Undergraduate Catalog.

Plagiarism
Plagiarism is a serious academic offense with extremely serious consequences. This includes everything from turning in someone else's work as your own, to buying a paper and submitting it as your own, to paraphrasing (i.e., putting into your own words) ideas you got from other sources, whether books or the Internet. **PLEASE DO NOT QUOTE OR PARAPHRASE FROM ARTICLES/BOOKS OR FROM ANY OTHER SOURCE WITHOUT PROPERLY CITING THE SOURCE. YOUR WRITING MUST BE COMPLETELY IN YOUR OWN WORDS, UNLESS OTHERWISE NOTED**. If you do not understand what plagiarism or paraphrasing is, please read the information below and/or visit Marshall's policy on plagiarism at this site: http://www.marshall.edu/wpmu/muonline/2011/11/16/plagiarism/
STATEMENT ON PLAGIARISM: As a student at Marshall University I fully understand what plagiarism is. If I have any questions whatsoever about whether or not something should be cited or whether or not using someone else's ideas or words is appropriate, I will NOT guess and will consult my course instructor or the website noted above. If I am still confused, I will ask the course instructor and follow his/her advice because I know that my instructor takes this VERY seriously. I also acknowledge that I am fully aware of the penalty in this class for plagiarism/cheating of any type: failure for the semester and referral to the administration. I further acknowledge that I know the administration will put a report on my plagiarism in my permanent record. The administration will also decide if further punishment is warranted, including academic probation and possible expulsion.

UNIVERSITY POLICIES

By enrolling in this course, you agree to the University Policies: Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802.

Policy for Students with Disabilities
Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability. Following this, the DSS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, please visit http://www.marshall.edu/disabled or contact Disabled Student Services Office at Prichard Hall 11, phone 304-696-2271.

RESOURCES

Support Services
Marshall University offers a variety of support services to students enrolled in online courses. This includes: Admissions, Bursar's Office, Career Services, Registrar, Help Desk,

MU Libraries, Academic Catalog, Academic Calendar, and much more! Visit:
http://www.marshall.edu/wpmu/muonline/current-students/student-resources/