

## **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          | Summer I 2018                               |
| Name              | Dr. Kimberly DeTardo-Bora                   |
| Email             | detardobora@marshall.edu                    |
| Telephone         | 304-696-3084                                |
| Office            | Smith Hall 736                              |
|                   |   |
| Course Start Date | May 14, 2018                                |
| Course End Date   | August 3, 2018 (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   | 6 <sup>th</sup> (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

MU Online Student Resources

<http://www.marshall.edu/muonline/student-resources/>

Recommended Hardware

<http://www.marshall.edu/it/recommendations/>

IT Service Desk – for technical assistance 304-696-3200

<http://www.marshall.edu/it/departments/it-service-desk/>

## PROGRAM LEARNING OUTCOMES

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

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 criminal law that regulates and guides 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 youth profile assignment, 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. <i>examine</i> the history of the juvenile justice system;                              | Practice quiz, Lecture (chapter 2)             | Exam #1  |
| b. <i>distinguish</i> stages of youth development;   | Practice quiz, Lecture (chapter 4)             | Exam #2, Discussion #2                         |
| c. <i>differentiate</i> characteristics of youth as offenders, victims, and youth at risk; | Practice quiz, Lecture (chapters 5, 6, & 7)    | Exam #2; youth profile                         |
| d. <i>develop</i> a systems perspective of law enforcement, the courts,                    | Practice quiz, Lecture (chapters 8, 9, 10, &   | Exam #3; Quiz on disproportionate              |

|  |   |   |
|--|---|---|
| corrections, and the community and describe how each one interacts with youth; | 11), Reading on disproportionate minority contact | minority contact  |
| e. <i>compare</i> treatments and preventative measures for youth;              | Practice quiz, Lecture (chapters 12 & 13)         | Exam #4, Discussion #3, School safety and security assignment |
| f. <i>apply</i> 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.

| <b>Important Due Dates: Main Course Schedule</b> |                        |   |  |
|--|------------------------|---|--|
| <b>Unit</b>                                      | <b>Dates Available</b> | <b>Themes and Activities</b>  | <b>Due Dates</b>                       |
| Unit #1  | 5/14/2018-6/03/2018    | <i>An Overview of the Juvenile Justice System</i><br>*Discussion #1 (participate at least once a week)<br>*Exam #1 (chapters 1-3) (optional practice quiz)<br>*Orientation quiz (for bonus points)              | Sunday, June 3, 2018 by midnight EST   |
| Unit #2  | 5/27/2018-6/24/2018    | <i>Our Nation's Youth</i><br>*Discussion #2 (participate at least once a week)<br>*Youth profile assignment<br>*Exam #2 (chapters 4-7) (optional practice quiz)   | Sunday, June 24, 2018 by midnight EST  |
| Unit #3  | 6/17/2018-7/15/2018    | <i>The Contemporary Juvenile Justice System</i><br>*Writing assignment<br>*Exam #3 (chapters 8-11) (optional practice quiz)<br>*Penn (2006) reading on disproportionate minority contact and quiz               | Sunday, July 15, 2018 by midnight EST  |
| Unit #4  | 7/08/2018-8/03/2018    | <i>The Juvenile Justice System in the Twenty-First Century</i><br>*Discussion #3 (participate at least once a week)<br>*Exam #4 (chapters 12 & 13) (optional practice quiz)<br>*School safety and security plan | Friday, August 3, 2018 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) | 1 Youth Profile, 1 Quiz, 1 Action Plan |                           | 82             |
|     | Total Points                           |                           | 407            |

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

### Grading Criteria

|          |            |                  |
|----------|------------|------------------|
| <b>A</b> | 90% – 100% | 365 – 407 points |
| <b>B</b> | 80% – 89%  | 324 – 364 points |
| <b>C</b> | 70% – 79%  | 283 – 323 points |
| <b>D</b> | 60% – 69%  | 243 – 282 points |
| <b>F</b> | 0 – 59%    | 0 – 242 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 grading rubric.

### **3. Writing Assignment**

In Unit #3, students will complete a writing assignment that is comprised of a peer-reviewed article summary. More details, including the grading rubric can be found in the unit.

### **4. Youth Profile, Quiz, and Action Plan**

A few additional assignments are given throughout the course to enhance a student's understanding of the key issues in the juvenile justice system. For example, these activities will strengthen your understanding of youth characteristics and risk factors, disproportionality of minority youth in the juvenile justice system, and school safety and

security. You will be prompted in each unit with directions as how to proceed with these tasks. Grading rubrics also are included in the unit for the youth profile and action plan.

## INSTRUCTOR COMMUNICATION

You are not required to see me in person. To communicate with me, please use the "Course Messages" 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 may 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/academic-affairs/policies/#AcademicDishonesty>

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 listed below. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on "Marshall University Policies."

- Academic Dishonesty
- Academic Dismissal Policy
- Academic Forgiveness
- Academic Probation and Suspension
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule

- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

**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/>