SOC 3103, CRN 28050 - Juvenile Delinquency
Class Meets: TR 11:00 am- 12:15 pm
LAR 233
Professor: Jaime Burns, Ph.D.
Office Information: COMM 115
                jburns15@uco.edu
Telephone: (405) 974-5591

Office Hours: Mondays……………. 11:00 am- 11:50 am
Tuesdays………………11:00 am- 1:00 pm
Wednesdays…………11:00 am- 11:50 am
Thursdays……………11:00 am- 1:00 pm; 3:15pm- 4:15 pm
And By Appointment

Course Text: Siegel, Larry J. and Brandon C. Welsh. (2011). Juvenile Delinquency

Course Description: Causes leading to delinquency; methods of control. No prerequisites.

Course Objectives:
By the end of this course, you will:
1. Understand the history of the juvenile justice system.
2. Understand the causes of crime and delinquency.
3. Understand how juvenile programs developed.
4. Demonstrate knowledge of children’s issues relating to crime.
5. Demonstrate knowledge of how the family plays a role in youth’s development related to crime and delinquency.
6. Understand children and youth as victims of crime and violence.
7. Understand the nature and extent of youthful offenses.
8. Understand the causes of gangs and why youth join them.
9. Demonstrate knowledge of the role of law enforcement concerning juvenile delinquency.
Tentative Course Outline:

January 15- Introduction to Course
January 17- Read PP. 2-10 (Practice Quiz)
January 22- Read PP. 10-22 (Practice Quiz)
January 24- Read PP. 27-40 Applying/Learned Chap. 1 Due (Quiz #1)
January 29- Read PP. 40-51 (Quiz #2)
January 31- Read PP. 280-293 Applying/Learned Chap. 2 Due (Quiz #3)
February 5- Read PP. 294-301 (Quiz #4)
February 7- “Troubled Teen Programs” Quiz
February 12- Read PP. 327-340 Applying/Learned Chap. 11 Due (Quiz #5)
February 14- Read PP. 340-356 (Quiz #6)
February 19- Applying/Learned Chap. 13 Due
February 21- Test #1 (Chapters 1,2,11, and 13)
February 26- “Jailed for Life After Crimes as Teens” Quiz
February 28- Read PP. 54-60 (Quiz #7)
March 5- Read PP. 60-74 (Quiz #8)
March 7- Read PP. 74-87 (Quiz #9)
March 12- Read PP. 92-102 Applying/Learned Chap. 3 Due (Quiz #10)
March 14- Read PP. 102-109 “Saints and Roughnecks” Quiz
March 19-21- No Classes; Spring Break
March 26- Read PP. 110-116 (Quiz #11)
March 28- Applying/Learned Chap. 4 Due
April 2- Exam #2 (Chapters 3 and 4)
April 4- Read PP. 146-155 (Quiz #12)
April 9- Read PP. 155-164 “Gender and Victimization Risk” Quiz
April 11- Read PP. 169-179 Applying/Learned Chap. 6 Due (Quiz #13)
April 16- Read PP. 180-194 (Quiz #14)
April 18- Read PP. 198-203 Applying/Learned Chap. 7 Due (Quiz #15)
April 23- Read PP. 203-215 (Quiz #16)
April 25- Read PP. 215-223 (Quiz #17)
April 30- “Victim-Offender Mediation” Quiz Applying/Learned Chap. 8 Due
May 2-

Final Exam (Chapters 6-8) is on Tuesday, May 7th from 9:00 am- 10:50 am
COURSE EXPECTATIONS:

**Exams**
There will be three 100-point exams (including the final exam), which will consist of multiple choice and short answer questions. Tests will cover materials from the class lectures, films, the text, and any guest lecturers that may have attended class. Any missed exam must be made up on May 3, 2013. All make-up exams (regardless of the reason you missed the exam) will be in essay format. May 3, 2013 is the only date you may make up the missed exam.

**Daily Quizzes**
As noted in the course schedule above, there will be seventeen (17) quizzes over the required reading. These quizzes will cover the required reading from the textbook for that day. We will be having these quizzes at the beginning of class so it is imperative you come to class on time. You may have one 4X6 notecard to make any notes as you please. You will have no longer than 10 minutes to finish the quiz. You will not be able to make up these quizzes or take them beforehand. These quizzes are worth 10 points each. Students may omit their lowest four scores.

**Article Review Quizzes**
There will be five (5) quizzes over various articles which will be posted on D2L. Each quiz is worth twenty (20) points. The day of the quizzes are noted in italics above in the course outline. We will be having these quizzes at the beginning of class so it is imperative you come to class on time. You will be able to have one 4 X 6 notecard for each quiz to make any notes from the articles as you please. You will not be able to make up these quizzes. If you know prior to missing a class you will not be in attendance, you may have the option of taking the quiz prior to that absence, but not after. These quizzes will be in short-answer format.

**Applying What You Have Learned Review Questions**
As students complete each chapter, there is an “Applying What You Have Learned” section following each chapter. Students will complete three (3) of these throughout the semester. The due dates for each are noted in the course outline. These are worth 50 points each. Once the due date for that particular chapter has passed, you may not turn it in for that chapter. In other words, you may select which three you want to complete as long as it is submitted by the due date. Each “Applying What You Have Learned” assignment is due at the beginning of class. Furthermore, please see the Fatal Error Policy in this syllabus!

**Group Video Tape Interview- Presentation**
At the beginning of the semester you will be developing working groups in order to conduct an interview with a professional working in the field of Juvenile Justice (students can decide which professional occupations they want to select from, but there will be fairly even group members in each group). These videos will be presented to the entire class. After the video is presented, students will be responsible for asking the group questions about the specific profession (students will come prepared with questions they want to have answered about the profession). Students will be individually and peer-graded by their groupmates as well as by the professor. Points will be awarded based upon: quality of the questions asked to the professional, answers
given to the class, and your participation within the group. This assignment is worth 100 points. We will decide, as a class, how we want to divide up into groups and when an appropriate time in the semester would be to present each video.

**Attendance/Participation**
Class attendance and participation are expected and mandatory. I take roll at the beginning of class. Due to the nature of this course and the daily quizzes, if you miss class, you will not receive credit for your quiz. You are expected to arrive in class on time and not to leave early. With the exception of an emergency, you should let me know ahead of time if you must leave class early (either via email or in person prior to class). I encourage all class members to participate actively in class discussion, but talking to others during class lecture or discussion, reading the newspaper, sleeping, writing letters, and completing outside assignments are disruptive and, therefore, not acceptable. You **MUST** turn off or mute all cell phones and pagers. **DO NOT TEXT MESSAGE IN THIS CLASS!!** If you bring a laptop to class, do **NOT** watch movies, do Facebook, etc. I will ask you to leave class. Your observance of these guidelines is expected and appreciated.

**Grading Criteria:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>Three examinations</td>
<td>300</td>
<td>A- 702-780</td>
</tr>
<tr>
<td>Daily Quizzes</td>
<td>130</td>
<td>B- 624-701</td>
</tr>
<tr>
<td>Article Quizzes</td>
<td>100</td>
<td>C- 546-623</td>
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<tr>
<td>Interview</td>
<td>100</td>
<td>D- 468-545</td>
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<tr>
<td>Applying/Learned</td>
<td>150</td>
<td>F- 467 and below</td>
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<tr>
<td>Total</td>
<td>780</td>
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**Transformational Learning:**
Transformative learning goals (the “Central Six”) have been identified as: Discipline Knowledge Leadership; Problem Solving (Research, Scholarly and Creative Activities); Service Learning and Civic Engagement; Global and Cultural Competencies; and Health and Wellness.

This course addresses four of the university’s transformative learning goals: Discipline knowledge to learn about the history and makeup of the juvenile justice system as well as theories of juvenile offending; leadership skills of what it takes to make an effective leader when working with juveniles; problem solving those issues when working with juveniles; and health and wellness of employees (particularly with stress) when dealing with kids who may also have mental illness.

**ADA Statement:**
The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.
**Turnitin.com**
UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignment will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of various plagiarism prevention tools and methods which may be utilized by your faculty instructor during the terms of the semesters. In the UCO Student Handbook, there is a process for contesting any plagiarism allegations against you.

**UCO Policies:**
Please refer to: [http://www.uco.edu/academic-affairs/files/aa/forms/faculty/StudentInfoSheet.pdf](http://www.uco.edu/academic-affairs/files/aa/forms/faculty/StudentInfoSheet.pdf)

This information includes:
- Academic Integrity Statement
- Uconnect Statement
- ADA Statement
- Incomplete Grade
- Withdrawing from all classes
- Emergency Individual Class Drop or Complete Withdrawal
- Important Dates
- Semester Holidays
- Library Hours
- Weather Related Information
- Emergencies During Finals Statement
- Final Exam Daily Limits
- How to Contact a Faculty Member
- Class Attendance
- Oklahoma State Board of Regents Expectations
- Helpful Numbers
- Course Evaluations

**Changes in the Course Syllabus:**

I reserve the right to adjust course requirements, schedule, and syllabus if needed. I will let you know if changes are needed.
Fatal Error Policy

All written assignments must meet minimal presentation standards to be acceptable. These standards address spelling, punctuation, format, and basic grammar. The term Fatal Errors refers to technical American English errors of form. Specifically, they include the following:

- Each different word misspelled
- Each sentence fragment
- Each run-on sentence or comma splice
- Each mistake in capitalization
- Each serious error in punctuation that obscures meaning
- Each error in verb tense or subject/verb agreement
- Lack of conformity with assignment format
- Each improper citation, or lack of citation, where one is needed

Upon your fifth fatal error, your professor will stop reading your paper and return it to you to correct. It will automatically be deducted by 10 points. You will have until the next class to correct the document and return it to me (with the original document attached). If the professor again finds five fatal errors in the corrected document, the student will automatically receive 50% off the total score (in this case, 50 points). Please note that this does not include any points deducted for content.

If you have trouble writing, please visit with the writing center on campus. Here is their website: http://www.uco.edu/academic-affairs/students/tutoring-central/index.asp
It also helps to read your work out loud. Additionally, it is always a good idea to have someone else proofread your work.