

Intro. to Juvenile Corrections
CJ 230
Fall Term 2021
Instructor – Tom Johnson
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COURSE SYLLABUS

Welcome to CJ 230.

COURSE DESCRIPTION/OBJECTIVES: This course provides students a general introduction to the study of juvenile corrections. The course will cover the latest information on our nation's system of juvenile justice, adolescent brain development, culpability and the connection between youth maturation and delinquency. We will also explore laws, statutes and federal guidelines governing the system's functions. Knowing juvenile court functions (policy, procedure) and juvenile justice agency tasks is crucial to understand how the pieces fit together. Lastly, we will review prevention and social control of delinquency as it pertains to law enforcement, courts, and corrections.

- Gain knowledge of basic premises of the juvenile corrections system
 - Gain knowledge of basic juvenile corrections system functions
 - Gain knowledge of juvenile correctional facilities
 - Gain knowledge of juvenile courts and juvenile probation/parole practices ●
- Gain knowledge of current trends and developing issues in juvenile corrections

TEXTBOOK: There is no textbook for this course. Instructor will provide handouts and links to articles as indicated in “week-by-week” section of the syllabus.

METHODS OF INSTRUCTION: classroom activities, instructor lecture, videos, Discussion board, weekly forum, individual tutoring and direction

METHODS OF EVALUATION: weekly assignments, participation, exams, discussion posting.

PREREQUISITE: none.

ABOUT THE CLASS: In order to be prepared for discussion, students must READ the material. The syllabus provides a schedule for reading week by week.

CLASS SETTING: My experience has taught me that students learn in different ways at different rates. However, students learn most from DOING as opposed to listening or watching.

LEARNING EXPECTATIONS:

- This course has a regular schedule of activities and assignments and is not self paced.
- Comply with LBCC's [Students' Rights, Responsibilities, and Conduct](#).
- Be familiar with important dates in the course calendar.
- Keep the [Student Help Desk's contact information](#) accessible in case of technical issues.
- Learn to use the Internet, computers, email and word-processing software. •
- Read the course syllabus and participate in class according to the schedule posted in the course.
- Ask your instructor for clarification on anything you don't understand
- Ask for help; your instructor is here for you.
- Maintain courtesy and respect toward your classmates, instructors, and college employees.
- Use appropriate [netiquette](#) in all online communication.
- Inform your instructor of accommodations approved by [CFAR](#).
- Take responsibility for computer problems that prevent you from accessing your course or completing assignments.

CLASS POLICIES

Instructor Responsibilities:

As the Instructor, I will be present each week in the classroom as scheduled. I am also available daily for online questions, comments or meeting requests. I can accommodate zoom meetings with students upon request. I will be available to support student learning when requested by students. I will hold students accountable by following through with course objectives and syllabus content. I will strive to maintain a classroom environment that encourages respectful discussion and behavior that enhances the learning of a diverse student population both online and in a physical classroom. I will grade assignments in a timely manner and give appropriate feedback.

Student Responsibilities:

As the Student, you will be prepared to take an active role in your own learning. You will complete the required online assignments on time. You are responsible to ask for assistance from me if you need clarification, or to utilize the myriad of support services available to students on campus. You are responsible for all course work assigned as outlined in this syllabus and as modified by me throughout the course. *You are responsible for checking your LBCC email account daily.* You will be respectful of self and others at all times. This entails using appropriate language in online discussions, adhering to campus-wide policies, and observing class and instructor "ground rules."

Guidelines for communication

Communicating with the instructor is crucial. You are encouraged to email your instructor at johnsoto@linnbenton.edu anytime.

Attendance/Participation:

Attendance is mandatory. Because we only meet once per week, your presence in the classroom is required.

2 absences – 20 points 3 absences – 30 points 4+ absences – incomplete grade

Participation is "measured" by student engagement: regularly checking Moodle, submitting assignments on time, providing information as requested in assignments and posts, providing input during class, participation in classroom activities, punctuality, arriving for class with prepared work as prescribed.

Coursework:

WRITING ASSIGNMENTS: There are 5 writing assignments as seen in Moodle. Be brief but comprehensive in your writing assignments. Writing assignments are to be a minimum of 3 pages, double-spaced and in 12 font unless directed otherwise. These writing assignments are worth up to 100 points each. Writing assignment due dates will be listed in Moodle.

- LATE PAPERS: Late papers submitted after the due date may receive up to 50% possible credit by arrangement with the instructor.

WRITING EXPECTATIONS: Pay attention to the assignment directions. Notice phrases such as "how", "discuss" or "explain" as you construct your answer. The most important aspect of writing assignments is communicating how course materials influence your perspective and defending your statements. I am not interested in what a text, study or research paper has already stated. Please use this information but explain your INTERPRETATION of that material and how it pertains to the assignment.

- Be BRIEF but COMPREHENSIVE in your writing assignments. (*I will post an example of a strong paper from a prior student (anonymous) on Moodle for your reference. I have no particular writing format you should follow. Simply provide the information requested. "More" is not necessarily better. Simplify, simplify...*)

SOURCES/REFERENCES: ALL writing assignments (*except online responses to student weekly posts*) requires of *1 or more* sources/references (the more, the better) in an informal bibliography; *the source, author, publisher, and date published along with the http or website source*. If you use an internet article, please provide the *http* or

website source.

- I DO NOT enforce formal rules for citing sources such as MLA and APA. In your writing, it is expected you defend your statements as opposed to providing your opinion.
- In writing assignments, you must defend your statements and conclusions. An example of "defending your statement" might look as follows:
 - *Bobby's family has a documented history of dysfunction that contributed to his delinquency. For this reason, I am recommending family counseling.*
 - *East Tennessee State University/School of Graduate Studies cited research conducted by Price and Kunz (2003): Meta-analysis involving 72 studies that involved divorce and juvenile delinquency. The results indicated that children from divorced homes have higher rates of*
 - *delinquency (status offenses, crimes against person, felony theft, general delinquency, tobacco and drug use) compared to children intact homes, with the exception of alcohol use.*
- **Students may resubmit graded assignments once, within one week of receiving the graded assignment, for a potentially higher grade. When resubmitting, be sure the place "resubmit" in the title/subject of the email and on the document.**
- Spelling and grammar are important as any job in social science requires documentation. Be sure to use a dictionary/spell check when composing written assignments. I will correct most spelling and grammar errors on writing assignments. Spelling and grammar will affect your grade. I recommend downloading a grammar-correction program, *Grammarly.com*. It's relatively inexpensive and easy to use.

WEEKLY FORUM DISCUSSION **POSTS**: A discussion question is provided each Thursday night on Moodle (starting Thursday, September 30).

- The discussion questions will ask you to review subject matter and then answer a question(s) based on your conclusions.
- Answers need to be a minimum of 250 words, Sources/references must be listed in your post.
- The title of your post must include your name, so if your last name is Stevens, you would title it "*Stevens*" in the "subject" field. (first post due Wednesday, Sept.30).

- Posts are worth up to 10 points each.
- WEEKLY FORUM DISCUSSION POSTS MUST BE POSTED on Moodle by 11:59 PM EVERY SUNDAY (starting Sunday, October 3).

WEEKLY FORUM DISCUSSION POST RESPONSES: You must respond to at least **two** of your classmates' weekly forum posts in Moodle.

- Be sure to include your last name in the subject line when submitting your responses. For instance, if your last name is Stevens, you would title these responses as "Stevens Response 1" or "Stevens Response 2". Responses do not need to have citations but need to be one or two paragraphs.
- Response posts should provide your informed perspective on the subject.
- Students are encouraged to invite discussion by presenting
- opposite viewpoints and asking questions of the post's author. If you agree or disagree with the post You must provide the "why" as a basis for your agreement or disagreement.
- PLEASE *respectfully* challenge information read in posts. Provide critical feedback if you your observations differ from your fellow student (this isn't social media!!). Ask Questions. Defend your challenge. Remember, DIALOGUE PROMOTES REFLECTION AND IMPROVES LEARNING!
- Your responses are worth 5 points each, total of 10 points possible. ● RESPONSES MUST BE POSTED by 11:59 PM EVERY WEDNESDAY (starting Wednesday, October 6).
- Weekdays to mark on your calendars:
 - ❖ Thursdays - Weekly forum discussion question is posted on Moodle (beginning September 30)
 - ❖ Sundays - Student weekly forum discussion posts due (starting Sunday, October 3)
 - ❖ Wednesdays - Student responses (2) to forum discussion posts due (starting Wednesday, October 6)

GRADING:

Weekly assignments (5x100) 500 points
 Online Discussion (10X10) 100 points
 Response to classmate posts (10x10) 100 points
 Attendance/Participation 100 points
 Final exam 200 points

1000 possible points

Grades will be figured on a straight percentage based on the total number of points

possible. I encourage you to check in with me about your progress throughout the term to maximize your success and minimize any surprises.

A= 90-100%

B= 80-89%

C= 70-79%

D= 60-69%

F= 59% or below

CHANGES TO THE SYLLABUS:

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC e-mail.

COURSE CALENDAR IS POSTED ON MOODLE

LBCC Email and Course Communications

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

Disability and Access Statement

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the CFAR Website for steps on how to apply for services or call (541) 917-4789.

Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

Title IX Reporting Policy

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender

discrimination, LBCC can assist you. You can [report a](#) violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

Public Safety/Campus Security/Emergency Resources:

In an emergency, call 911. Also, call LBCC Campus Security/Public Safety at 541- 926-6855 and 541-917-4440.

From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a [public safety app](#) available for free. We encourage people to download it to their cell phones. Public Safety also is the home for LBCC's Lost & Found. They provide escorts for safety when needed. Visit them to learn more.