

**CENTRAL TEXAS COLLEGE
SYLLABUS FOR CJSA 1317
JUVENILE JUSTICE SYSTEM
FORMERLY CRIJ/LAWE 2304**

Semester Hours Credit: 3

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A. This course is a study of the juvenile justice process. Topics include specialized juvenile laws, role of the juvenile law, role of the juvenile courts, role of police agencies, role of correctional agencies, and theories concerning delinquency.
- B. This course is required to meet the curriculum requirements for the Central Texas College of Criminal Justice (CRIJ) associated of applied science degree program.
- C. This course is occupationally related and serves in preparation for careers in Criminal Justice, Law enforcement, and Correction.
- D. Prerequisite(s): (None)
- E. Alphanumeric coding is used throughout the syllabus denotes the integration of SCANS occupational competencies (C) and Foundation skills (F).

II. LEARNING OUTCOMES

Upon successful completion of this course, Juvenile Justice System, the student will:

- A. Describe the juvenile law and the role of juvenile law and the role of juvenile courts. (C5-C7, C9, F1, F2, F5, F6)
- B. Explain the roles of police and correctional agencies concerning delinquency. (C5-C7, C9, F1, F2, F5, F6)
- C. Review and contrast the theories of delinquent conduct. (C5-C7, C9, F1, F2, F5-F7)

III. INSTRUCTIONAL MATERIALS

- A. See website for required course material. www.ctcd.edu/books
- B. References:

1. Champion, Dean J, *The Juvenile Justice System: Delinquency, Processing, and the Law*, 4th Ed, Upper Saddle River, NJ: Prentice Hall, 2004.
2. Kratcoski, Peter C., Lucille Dunn Dratcoski, *Juvenile Delinquency*, 5th Ed, Upper Saddle River, NJ: Prentice Hall, 2003.
3. Chesney-Lind, Meda., Randall G. Shelden, *Girls, Delinquency, and Juvenile Justice*, 3rd Ed, Belmont, Ca: Wadsworth, 2003.
4. Shelden, Randall G., Sharon K. Tracy, William B. Brown, *Youth Gangs in American Society*, 3rd Ed, Belmont, Ca: Wadsworth, 2003.
5. Clement, Mary, *The Juvenile Justice System: Law and Process*, 2nd Ed, Woburn, MA: Butterworth-Heinemann, 2001.
6. Cox, Steven M., John J. Conrad, Jennifer M. Allen, *Juvenile Justice: A Guide to Theory and Practice*, 5th Ed, New York, NY: McGraw-Hill, 2003.
7. Siegal, Larry., and Joseph Senna, *Juvenile Delinquency*, 8th Ed, St. Paul, MN: West Pub, 2002.

IV. COURSE REQUIREMENTS

- A. Your first responsibility is scholarship. The grade you receive for this course will not be the grade of the instructor, but rather the grade you and you alone make.
- B. You should attend class regularly and be prepared to participate in classroom discussions and to take unannounced quizzes relating to text assignments and lecture material presented from the beginning of the course.
- C. You are encouraged to give your best effort throughout the semester. From the beginning, you should plan for a steady, organized, and continuous effort, which in the long run will prove more effective for your final grade than a last minute crash-cram policy. Your course grade is not determined solely by exam grade. Such factors as class participation, initiative, attendance, and individual research papers will be considered in grade computation.
- D. From time to time, special library and/or outside assignments will be made to members of the class individually and/or in groups. You are expected to read all assignments and fulfill your responsibilities to any group assignment
- E. You are expected to read all assigned material and bring your textbook to class. Keep informed on all assignments, especially after an absence.
- F. Good class notes are indispensable for earning a good grade, since both the material assigned and that discussed in class will be the basis for examination material.
- G. Special Work: A term paper or other research project, per requirements of the instructor, will be required. The subject must be appropriate for the course material. Check with the instructor when you have made a selection. The value is indicated in the semester grade computation and has considerable weight on your final average.

V. EXAMINATIONS

- A. There will be a minimum of three major examinations, as follows:
 - 1. Three-week exam
 - 2. Mid-term exam
 - 3. Twelve-week exam (optional)
 - 4. Final exam

- B. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance that they will be absent from an examination due to valid reasons must arrange to take an early examination. Unexpected absences due to illness or extenuating circumstances will require the student to see the instructor about individual make-up work.

- C. Students without excused absences will be given a zero for the missed examination.

- D. Examinations may consist of objective (true/false, multiple choice, fill-in-the-blank, and matching) or subjective (short answer and essay) questions, or a combination of both types. Students majoring in Criminal Justice and Law Enforcement must be able to communicate both orally and in written form, thus some questions requiring the composition and writing of an essay answer will be required.

VI. SEMESTER GRADE COMPUTATIONS

<u>EXAM</u>	<u>POINTS</u>	<u>POINTS</u>	<u>GRADES</u>
Three-week	100 200	900-1000	A=4 pts/sem hr
Mid-semester	200 250	800- 899	B=3 pts/sem hr
Twelve-week (Opt.)	200 0	700- 799	C=2 pts/sem hr
Final exam	300 350	600- 699	D=1 pt/sem hr
*Incentive Points	50 50	0- 599	F=0 pts/sem hr
Special Work	<u>150 150</u>		
TOTAL	1000 1000		

*Incentive points are earned by doing special work on your own initiative, participating in class discussions, completing outside assignments, and having a good attendance record. Three points are deducted for each unexcused absence. Military assignments or unavoidable circumstances will be evaluated upon notification of the instructor.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

- A. Withdrawal from Course: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows:

11-week session	Friday of the 8th week
8-week session	Friday of the 6th week
5½-week session	Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. An Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.
- C. An Incomplete Grade: The College *Catalog* states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work, but because of personal illness, death in the immediate family, or military orders, is unable to complete all the requirements for a course." Prior approval from the instructor is required before the grade of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.
- D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.
- E. American's With Disabilities (ADA): Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

- F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.
- G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

VIII. COURSE OUTLINE

A. Unit One: Chapter 1, The Juvenile Justice System 3

- 1. Unit objectives: Upon successful completion of this unit, the student will:
 - a. Describe the jurisdiction of the juvenile court.
 - b. Explain what is meant by delinquency.
 - c. Explain what is meant by status offences.
 - d. Compare the ways in which the various states define a juvenile.
 - e. Identify and define the unique terms used in the juvenile justice system.
 - f. Outline the three major steps in the juvenile justice process.
 - g. Describe the five decision points in the juvenile justice process.
 - h. Compare and contrast the juvenile and criminal justice system.
- 2. Learning Activities:
 - a. Discuss course requirements and activities
 - b. Classroom lecture/discussion
 - c. Reading assignment: Chapter 1, pages 4-20
- 3. Unit Outline: Refer to contents, textbook page 4

B.. Unit Two: Chapter 2, History of the Juvenile Justice System 23

- 1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. Describe how juvenile offenders were treated by the law throughout history.
 - b. Identify the early institutions of juvenile justice.
 - c. Explain the forces behind the creation of the juvenile justice system in the United States.
 - d. Outline the three major historical periods in juvenile justice.
 - e. Identify assumptions of the due process model of juvenile justice.
 - f. Identify assumption of the punitive model of juvenile justice
 - g. Describe how changing assumptions affect the juvenile justice system.
- 2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chapter 2, pages 23-47

3. Unit Outline: Refer to Contents, textbook page 23
- C.. **Unit Three**: Chapter 3, Juvenile Crime, Criminals, and Victims 51
1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. Identify three main ways that juvenile crime is measured in the United States.
 - b. Analyze strengths and weaknesses of victimization surveys and self-reports for juvenile crime.
 - c. Demonstrate an understanding of juvenile crime and victimization in the United States.
 - d. Describe the concepts of risk factor and protective factor.
 - e. List the various risk and protective factors and explain how these relate to juvenile delinquency.
 2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chapter 3, pages 51-86
 - c. Three-week examination
 3. Unit Outline: Reader to Contents, textbook pages 51
- D. **Unit Four**: Chapter 4, Choice, Deterrence, Biological and Psychological Theories 89
1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. Contrast the classical and positive schools of criminological thought.
 - b. Understand choice theory.
 - c. Understand deterrence theory.
 - d. Explain Lombroso's atavism theory and Sheldon's somatotype theory.
 - e. Summarize twin and adoption studies.
 - f. Describe biochemical and neurological factors that impact delinquency.
 - g. Identify the major arguments presented by psychoanalytic theory.
 - h. Describe the relationship between moral development and delinquency.
 - i. Describe the impact of personality disorders in delinquency
 - j. Summarize the three major learning theories.
 2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chapter 4, pages 87-112
 3. Unit Outline: Refer to contents, textbook page 87

E. **Unit Five:** Chapter 5, Social Structure, Social Process, and Social Reaction Theories 115

1. **Unit Objectives:** Upon successful completion of this unit, the student will:
 - a. Define and contrast the three types of social theories of delinquency.
 - b. Describe three social structure theories.
 - c. Summarize three learning theories.
 - d. Describe three social control theories.
 - e. Understand the course theories
 - f. Explain labeling theory.
 - g. Explain conflict theory.
2. **Learning Activities:**
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chapter 5, pages 115-133
3. **Unit Outline:** Refer to contents, textbook page 115

F. **Unit Six:** Chapter 6, Delinquency Prevention and Intervention 143

1. **Unit Objectives:** Upon successful completion of this unit, the student will:
 - a. Describe the different types of delinquency prevention programs.
 - b. Explain the concept of diversion
 - c. Describe the different areas of delinquency prevention program.
 - d. Give examples of programs that fall under delinquency prevention programs.
 - e. Describe the types of programs that generally do not work in delinquency prevention.
 - f. Describe the types of programs that do tend to work in delinquency prevention.
2. **Learning Activities:**
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chapter 6, pages 143-171
3. **Unit Outline:** Refer to contents, textbook page 143

G. **Unit Seven:** Police and Juveniles 175

1. **Unit Objectives:** Upon successful completion of this unit, the student will:
 - a. Explain the role of police through the history of juvenile justice.
 - b. Describe the various police styles.
 - c. Explain how the police process juvenile cases.
 - d. Describe the role of police in handling status offenders and abused or neglected children.

- e. Explain the discretionary options a police officer can exercise in juvenile cases.
 - f. List factors that influence police decisions in juvenile cases.
 - g. Compare police attitudes about juveniles with juveniles attitudes about police.
 - h. Identify some intervention programs operated by police agencies.
 - i. Explain how community oriented policing affects juvenile cases.
2. Learning Activities:
- a. Classroom lecture/discussion
 - b. Reading assignment: Chapter 7, pages 175-201

3. Unit Outline: Refer to contents, textbook page 175

H. **Unit Eight:** Chapter 8, Juvenile Law and Procedure 203

1. Unit Objectives: Upon successful completion of this unit, the student will:
- a. List the changes in rights and procedures since the due process revolution.
 - b. Describe four landmark Supreme Court cases on juvenile justice.
 - c. Explain what totality of circumstances means.
 - d. List situations where a juvenile is entitled to an attorney.
 - e. Describe the different ways police are allowed to handle juveniles.
 - f. Define confidentiality and anonymity.
 - g. Explain current legal issues in juvenile justice.
 - e. Compare rights and procedures in an adult criminal trial with rights and procedures in juvenile proceedings.
2. Learning Activities:
- a. Classroom lecture/discussion
 - b. Reading assignment: Chapter 8, pages 203-240

3. Unit Outline: Refer to contents, textbook page 203

H. **Unit Nine:** Chapter 9, The Juvenile Court 243

1. Unit Objectives: Upon successful completion of this unit, the student will:
- a. Describe the jurisdiction of the juvenile court.
 - b. Describe juvenile court key personnel and their primary responsibilities.
 - c. List the major steps in the juvenile court process.
 - d. Explain what occurs during the decision to detain and the decision to petition a case.
 - e. Describe decisions made by the prosecutor.
 - f. Explain what happens during adjudication.
 - g. Describe a predisposition report.
 - h. Analyze what occurs at a disposition hearing.

2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chapter 9, pages 243-262
 - c. Mid-term examination
 3. Unit Outline: Refer to contents, textbook page 243
- I. **Unit Ten:** Chapter 10, Juveniles in the Criminal Justice System 265
1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. Explain what a waiver to adult court is.
 - b. Name the main purposes for waiving a juvenile to adult court and explain the process.
 - c. Compare and contrast the three main types of waiver to adult court.
 - d. List the deciding factors in waiving a juvenile to adult court.
 - e. Evaluate the effectiveness of the waiver to adult court.
 - f. Describe and contrast the five types of blended sentencing.
 - g. Analyze major United States Supreme court cases that address the constitutionality of the death penalty for juvenile offenders.
 2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chapter 10, pages 265-291
 3. Unit Outline: Refer to contents, textbook page 265
- J. **Unit Eleven:** Chapter 11, Community-Based Corrections for Juveniles 295
1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. Describe the differences between juvenile community corrections and institutional corrections.
 - b. Identify the different correctional sanctions available to the juvenile court.
 - c. Explain the juvenile probation process.
 - d. Identify typical juvenile probation conditions.
 - e. Describe the duties and responsibilities of probation officers.
 - f. Identify and explain the variations in juvenile probation.
 - g. Describe what Intensive Supervision Probation (ISP) is and which juveniles are eligible for ISP.
 - h. Identify and explain alternative sanctions available to the juvenile court.
 - i. Describe what aftercare services are provided for juveniles released from secure incarceration.
 2. Learning Activities:

- a. Classroom lecture/discussion
 - b. Reading assignment: Chapter 11, pages 295-326
 - 3. Unit Outline: Refer to contents, textbook page 295
- K. **Unit Twelve**: Chapter 12, Institutional Corrections for Juveniles 331
- 1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. List differences between detained juveniles and committed juveniles.
 - b. Profile the typical juvenile who is sent to an out-of-home placement facility.
 - c. Explain the differences between public and private facilities.
 - d. Describe the different types of secure institutional facilities.
 - e. Explain the nature of juvenile detention facilities and processing procedures.
 - f. Outline what is meant by a short-term secure facility.
 - g. Describe what boot camps are designed to do.
 - h. Explain what youth ranches and camps are.
 - i. Summarize the nature of state institutions and schools.
 - j. Outline the various types of programming that occur in juvenile institutions.
 - 2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chapter 12, pages 331-359
 - 3. Unit Outline: Refer to contents, textbook page 331
- L. **Unit Thirteen**: Chapter 13, Gangs and Delinquency 363
- 1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. Explain the difficulties in accurately defining a gang, gang member, and gang-related crime.
 - b. Describe the extent of the gang problem.
 - c. Differentiate between types of gangs.
 - d. Identify the major characteristics of gangs.
 - e. Explain why youths join gangs.
 - f. Describe the major responses to gangs.
 - g. Summarize efforts to control gang activity.
 - 2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chapter 13, pages 363-390

3. Unit Outline: Refer to contents, textbook page 363
- N. **Unit Fourteen**: Chapter 14, Special Populations 393
1. Unit Objectives: Upon successful completion of this unit, the student will:

- a. Explain the difference between a rampage killing and a typical homicide.
 - b. Define paraphilia
 - c. Define what drugs are and assess their impact on American youth.
 - d. Explain the concept of chronic juvenile offender.
 - e. Describe the demographic profile of the juvenile hacker
 - f. List the categories of hate groups and explain their attractiveness for juveniles
 - g. Learn what the most common kind of child abuse is.
 - h. Describe the worlds of child prostitution and child exploitation.
2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chapter 14, pages 393-423
 3. Unit Outline: Refer to contents, textbook page 393
- O. **Unit Fifteen:** Chapter 15, Future Directions in Juvenile Justice 427
1. Unit Objectives: Upon successful completion of this unit, the student will:
 - a. Identify the current trend in the legislation and philosophy of juvenile justice.
 - b. Describe the BARJ model of juvenile justice.
 - c. Outline the arguments both for and against abolishing the juvenile justice system.
 - d. Identify the three major types of specialty courts used in juvenile justice.
 - e. Describe Project CRAFT and discuss its success as an intervention strategy
 - f. Describe the parental liability movement in juvenile justice..
 2. Learning Activities:
 - a. Classroom lecture/discussion
 - b. Reading assignment: Chapter 15, pages 427-445
 3. Unit Outline: Refer to contents, textbook page 427
- P. **Unit Sixteen:** Final Examination
1. Examination instructions and procedure for grade notification
 2. Final Exam