

California State University, Sacramento
Division of Criminal Justice

SYLLABUS
CRJ 171, Delinquency Prevention and Control
Spring 2009

Faculty: Elizabeth Siggins Email:
Office: Alpine Hall, Rm 114 Telephone:
Office Hours: Th 6:00pm – 7:00pm or by appointment.

Class meets Thursdays from 7:00pm –9:50pm in Alpine Hall, Room 156.

COURSE DESCRIPTION

This course is intended to discuss: comprehensive juvenile delinquency planning process and its contribution to effective delinquency prevention and control; new roles for delinquency control agencies (police, courts, and corrections); and innovative strategies in delinquency prevention programming.

REQUIRED TEXT

Edward Humes, *No Matter How Loud I Shout: A Year in the Life of Juvenile Court*, Touchstone, 1997.

Supplemental Resources (to be distributed in class and/or available on the website):

Steve Aos et al., “The Comparative Costs and Benefits of Programs to Reduce Crime,” version 4.1, Washington State Institute for Public Policy, May 2001.

<http://www.wsipp.wa.gov/rptfiles/costbenefit.pdf>

Jeffrey Butts, “Can We Do Without Juvenile Justice?” *Criminal Justice* Vol 15 (1), American Bar Association, Spring 2000.

Robert D. Hoge, Nancy G. Guerra, Paul Boxer, eds, *Treating the Juvenile Offender*, Guilford Press, 2008.

Roxanne Lieb, “Juvenile Offenders: What Works: A Summary of Research Findings,” Washington State Institute for Public Policy, October 1994.

<http://www.wsipp.wa.gov/pub.asp?docid=94-10-1201>

Howard Snyder, "Juvenile Arrests 2006" *Juvenile Justice Bulletin*. Washington DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, November 2008.

<http://www.ncjrs.gov/pdffiles1/ojjdp/221338.pdf>

Howard Snyder and Melissa Sickmund, *Juvenile Offenders and Victims: 2006 National Report*. Washington DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, 2006.

<http://www.ojjdp.ncjrs.gov/ojstatbb/nr2006/index.html>

Juvenile Justice in California: 2006. California Department of Justice, Division of Criminal Justice Information Services, Bureau of Criminal Information and Analysis, Criminal Justice Statistics Center, 2006.

<http://ag.ca.gov/cjsc/publications/misc/jj06/preface.pdf>

National Center for Juvenile Justice. Find individual State Juvenile Justice Profiles at

<http://www.ncjj.org/stateprofiles/>

LEARNING OBJECTIVES

At the completion of the course, the student will be able to:

1. Describe juvenile delinquency and juvenile justice from a theoretical perspective with the intent of understanding how the field relates to contemporary policies, practices, and results.
2. Describe the history of the juvenile court system, along with trends in juvenile justice regarding what direction the discipline is moving.
3. Critically evaluate juvenile court systems and practices, and understand the legal rights as they have evolved via Supreme Court decisions.
4. Demonstrate awareness of the nature and extent of juvenile criminality, and societal responses to it.
5. Explain the roles of the police and correctional institutions within the juvenile justice system.
6. Critically evaluate the impact of juvenile justice policy, including strategies to deal with such issues as violence, gangs, drugs and firearms.
7. Demonstrate comprehension of delinquency and juvenile justice issues discussed in the course by the creation of a journal.

METHOD OF INSTRUCTION

The course will be presented in a combination of lecture and discussion format, supplemented by audio-visual materials and reading assignments.

REQUIREMENTS

Attendance: Attendance is required. The first absence will not be counted against you. However, subsequent absences will be deducted from your grade. You will be responsible for all class materials. Writing assignments and exams will be based on materials presented in class as well as those in the assigned reading materials. Therefore, if you must miss a class, I recommend you talk to another classmate (or the instructor) about the materials covered.

Participation: Participation is expected. I recognize that not everyone has an easy time speaking up in class. Therefore, there will be a variety of opportunities to participate throughout the semester, eg., *regular class discussion, informal debates, and group presentations*. In addition, everyday I will collect an index card from each student. Please use these *index cards* to capture a key insight or question that demonstrates you are engaging with the class materials. Students will also be expected to keep *journals* on a regular basis, which will be reviewed periodically throughout the semester. The journals are intended more for you, than for me. Therefore, when I review them, I will not be looking for grammar, vocabulary or even complete sentence structure. I will be interested primarily in whether or not you appear to be reading the materials and comprehending the key concepts.

Class preparation: Students are expected to come to class prepared for the week's discussion, which means having read the required materials ahead of time.

Group presentations: Every student will participate in one group presentation during the semester. You will be given some time during class to work on the presentations, but you should expect to set aside additional time outside of class to prepare with other group members. Your grade for this exercise will be based, in part, on evaluations from your peers.

Exams: There will be two in-class exams, including one midterm and one cumulative final. The exams will be based on material covered in the readings and class discussions, including group presentations. Exams will consist of true/false, multiple choice, short answer, and essay questions. **Do not miss examinations. No make-up exams will be given. If you miss an exam, it will seriously impact your grade.**

Writing assignments: There will be two writing assignments throughout the semester. One will be completed in-class and the second will be a take-home (3-5 pages, double-spaced) assignment. You will have ample time to complete each of these assignments. If you are keeping up with the class, these assignments should not require additional research. They are intended to provide a chance for you to demonstrate that you are completing the required reading and fully understanding the materials discussed in class. These writing assignments will be graded for content and writing quality. **The writing assignments will not be accepted late.**

GRADING

The midterm will account for 20% of your grade and the cumulative final exam will account for 30% of your grade.

The group presentation will account for 15%.

Two writing assignments (one in-class and one take-home) will account for 10% each (i.e., 20% combined).

Attendance and class participation (including keeping a journal) will account for the remaining 15%.

Extra Credit: An extra credit opportunity may be provided during the semester on an individual basis, worth up to 5% of your grade.

GRADING SCALE

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	<60

STUDENTS WITH DISABILITIES

If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with me after class or during my office hours early in the semester.

ACADEMIC DISHONESTY

Plagiarized work or other academic dishonesty will result in failure in the class and a referral to the university authorities for disciplinary action. I expect you to be able to defend and explain your work. If I encounter a suspect essay, I will give you the opportunity to explain and defend it. If you cannot, the presumption will be that the work is not original. Please retain a copy of your assignments for your own records and verification in case the work you submit is misplaced.

The university website at (<http://www.csus.edu/admbus/umannual/UMP14150.htm>) contains the university policy on plagiarism and definitions of plagiarism. Also consult the university library website (<http://library.csus.edu/content2.asp?pageID=175>) for further information concerning plagiarism and strategies to avoid plagiarism. The library website also has a link to a plagiarism “test” to assist students in determining how well they understand what plagiarism is.

SCHEDULE

The following schedule is subject to minor adjustments as the class progresses. In particular, I will be arranging for several guest speakers, which may require some flexibility to our schedule.

Week	Date	Topic	Required Reading
1	Jan 28	Intro & Course Overview	
2	Feb 5	Defining the Juvenile Justice "System"	Humes, pgs 1-30
3	Feb 12	Defining the Juvenile Justice "System" (cont'd)	Humes, pgs 31-70
4	Feb 19	History of the Juvenile Justice System & How it Differs from the Adult System	Humes, pgs 71-84 Snyder and Sickmund <i>Juvenile Offenders and Victims</i> , pgs 93-99
5	Feb 26	Trends in Juvenile Justice: Legal Trends	Humes, pgs 85-119 Snyder and Sickmund, pgs 100-103
6	Mar 5	WRITING ASSIGNMENT #1: (TO BE COMPLETED IN-CLASS) Trends in Juvenile Delinquency: Crime Trends	Humes, pgs 120-135 Snyder, <i>Juvenile Arrests</i> , pgs 1-11
7	Mar 12	Disparities in the System	Humes, pgs 136-155 <i>Juvenile Justice in California</i> , pgs iv – 53 Groups A present "source material"
8	Mar 19	MID-TERM EXAM Role of Police, Probation, Courts, Detention, and Correctional Facilities	Prepare for Mid-Term Groups B present "source material"
9	Mar 26	Efforts to Reform California's System	Humes, pgs 157-225 Groups C present "source material"
10	Apr 2	SPRING RECESS	No class.
11	Apr 9	How is California's System Different than Other States? PRESENTATIONS A Groups	Humes, pgs 226-255 Butts, pgs 51-57

12	Apr 16	Monitoring/Methods of Oversight PRESENTATIONS B Groups	Humes, pgs 257-314
13	Apr 23	Delinquent Behavior: Theories PRESENTATIONS C Groups	Humes, pgs 315-371
14	Apr 30	Understanding Delinquent Behavior: What the Research Tells Us About Risk Factors	Hoge et al, <i>Treating the Juvenile Offender</i> , chapter 2 (pgs 33-53) and 4 (pgs 79-102).
15	May 7	Responding to Delinquent Behavior: What Works	Lieb, pgs 1-22 Aos, pgs 1-32
16	May 14	WRITING ASSIGNMENT #2 Last Class: Course Review	Writing Assignment #2 due at the beginning of class.
17	May 21	FINAL EXAM	

GRADING RUBRIC FOR WRITING ASSIGNMENTS

WRITING ASSIGNMENT #1 (Assignment will be completed in-class.)

Note: Writing must be legible or it cannot be graded and will receive 0 points.

1) Structure (20%)

- a) Excellent: (18-20 points)
 - i) Opening paragraph defines purpose of essay clearly and succinctly, allows the reader to predict what follows and establishes a clear theme for essay.
 - ii) Paragraphs begin and end with transitions and focus on a single concept or idea.
 - iii) Body of essay develops on the opening theme in a coherent and logical progression of ideas that facilitates the reader's understanding and maintains the reader's interest.
 - iv) Arguments and conclusions are internally consistent and always supported with evidence or logic.
 - v) Writer makes frequent and effective use of examples to support his/her underlying argument.
 - vi) Closing paragraph sums up writer's points and links back to opening.
 - vii) Overall the essay reflects conscious use of structure and organization which facilitates the reader's understanding.

- b) Acceptable: (15-16 points)
 - i) Opening paragraph addresses a purpose.
 - ii) Writer makes paragraph breaks in appropriate places.
 - iii) Body of essay stays on general topic introduced in essay.
 - iv) Writer makes some use of logic and evidence.
 - v) Writer makes some use of examples to support his/her argument.
 - vi) The essay reflects some overall structure and organization.

- c) Unacceptable: (12 points or less)
 - i) Opening paragraph does not relate to any clear theme, nor does it relate to the remainder of essay.
 - ii) Writer fails to break writing into paragraphs at appropriate places
 - iii) Body of essay wanders among topics without apparent purpose.
 - iv) Writer makes assertions without evidence, logic or examples or uses evidence, logic or examples that clearly fail to support assertions.
 - v) The essay lacks structure and reflects no planning or organization. It shifts from one topic to another at random

2) Language Usage (10%)

- a) Excellent: (9-10 points)
 - i) Writing contains no grammar, punctuation, or spelling errors.
 - ii) Writer makes extensive use of active voice.
 - iii) Writer consistently uses appropriate tense.
 - iv) Writer uses varied sentence structures.
 - v) Worker appropriately uses a rich vocabulary and varied vocabulary.
- b) Acceptable (6-8 points)
 - i) Writing contains some minor grammatical, punctuation or spelling errors.
 - ii) Writer primarily uses active voice, but occasionally lapses into passive voice where active voice would better serve his/her objectives.
 - iii) Writer sometimes uses present tense to describe past events or other errors in tense.
 - iv) Writer repeatedly uses simple sentence structure.
 - v) Writer repeatedly uses the same words or phrases; vocabulary shows no richness or variety.
- c) Unacceptable (5 or less points)
 - i) Writing contains numerous grammatical, punctuation or spelling errors.
 - ii) Writer never uses active voice.
 - iii) Writer demonstrates no awareness of tense, mixes tense in sentences.
 - iv) Writing contains sentence fragments.
 - v) Writing contains slang or obscene terms without quotation marks or other significant misuse of words.

3) Content and analysis (70%)

- a) Excellent (65-70 points)
 - i) The essay directly addresses the question or assignment.
 - ii) Writer demonstrates extensive and sophisticated understanding of the material covered in the essay.
 - iii) The writer demonstrates innovative and original analysis of the issue.
- b) Acceptable (55-60 points)
 - i) The essay primarily addresses the question or assignment, but misses some aspects of the question.
 - ii) Writer demonstrates moderate knowledge of facts but only limited insight into causes, relationships or other complex analysis.
 - iii) The essay describes more than it analyzes.
- c) Unacceptable (40 points or less)
 - i) The essay is not responsive to the question or assignment.
 - ii) The facts or conclusions are erroneous.

WRITING ASSIGNMENT #2 (Assignment will be completed at home.)

Note: Because students will have more time to complete assignment #2 (including time to rewrite, spellcheck, etc.), the grade for this assignment is more dependent upon structure and language usage than it was for Assignment #1.

1) Structure (25%)

- a) Excellent: (24-25 points)
 - i) Opening paragraph defines purpose of essay clearly and succinctly, allows the reader to predict what follows and establishes a clear theme for essay.
 - ii) Paragraphs begin and end with transitions and focus on a single concept or idea.
 - iii) Body of essay develops on the opening theme in a coherent and logical progression of ideas that facilitates the reader's understanding and maintains the reader's interest.
 - iv) Arguments and conclusions are internally consistent and always supported with evidence or logic.
 - v) Writer makes frequent and effective use of examples to support his/her underlying argument.
 - vi) Closing paragraph sums up writer's points and links back to opening.
 - vii) Overall the essay reflects conscious use of structure and organization which facilitates the reader's understanding.

- b) Acceptable: (18-19 points)
 - i) Opening paragraph addresses a purpose.
 - ii) Writer makes paragraph breaks in appropriate places.
 - iii) Body of essay stays on general topic introduced in essay.
 - iv) Writer makes some use of logic and evidence.
 - v) Writer makes some use of examples to support his/her argument.
 - vi) The essay reflects some overall structure and organization.

- c) Unacceptable: (15 points or less)
 - i) Opening paragraph does not relate to any clear theme, nor does it relate to the remainder of essay.
 - ii) Writer fails to break writing into paragraphs at appropriate places
 - iii) Body of essay wanders among topics without apparent purpose.
 - iv) Writer makes assertions without evidence, logic or examples or uses evidence, logic or examples that clearly fail to support assertions.
 - v) The essay lacks structure and reflects no planning or organization. It shifts from one topic to another at random

2) Language Usage (25%)

- a) Excellent: (24-25 points)
 - i) Writing contains no grammar, punctuation, or spelling errors.
 - ii) Writer makes extensive use of active voice.
 - iii) Writer consistently uses appropriate tense.
 - iv) Writer uses varied sentence structures.
 - v) Worker appropriately uses a rich vocabulary and varied vocabulary.

- b) Acceptable (18-19 points)
 - i) Writing contains some minor grammatical, punctuation or spelling errors.
 - ii) Writer primarily uses active voice, but occasionally lapses into passive voice where active voice would better serve his/her objectives.
 - iii) Writer sometimes uses present tense to describe past events or other errors in tense.
 - iv) Writer repeatedly uses simple sentence structure.
 - v) Writer repeatedly uses the same words or phrases; vocabulary shows no richness or variety.

- c) Unacceptable (15 or less points)
 - i) Writing contains numerous grammatical, punctuation or spelling errors.
 - ii) Writer never uses active voice.
 - iii) Writer demonstrates no awareness of tense, mixes tense in sentences.
 - iv) Writing contains sentence fragments.
 - v) Writing contains slang or obscene terms without quotation marks or other significant misuse of words.

3) Content and analysis (50%)

- a) Excellent (48-50 points)
 - i) The essay directly addresses the question or assignment.
 - ii) Writer demonstrates extensive and sophisticated understanding of the material covered in the essay.
 - iii) The writer demonstrates innovative and original analysis of the issue.

- b) Acceptable (37-39 points)
 - i) The essay primarily addresses the question or assignment, but misses some aspects of the question.
 - ii) Writer demonstrates moderate knowledge of facts but only limited insight into causes, relationships or other complex analysis.
 - iii) The essay describes more than it analyzes.

- c) Unacceptable (30 points or less)
 - i) The essay is not responsive to the question or assignment.
 - ii) The facts or conclusions are erroneous.

GRADING RUBRIC FOR GROUP PRESENTATIONS

Grading Scale	Points (as determined by:)		
	Instructor	“Audience”	Co-Group Members
Was material factual?	<p><u>35 points possible</u> Material was factual: 35</p> <p>One or two aspects were misleading or slightly misrepresented: 20</p> <p>Presentation included several factual errors: 0</p>		
Was material relevant?	<p><u>5 points possible</u> Material was very relevant to class: 5</p> <p>Material connected somewhat to class topics: 3</p> <p>Material did not relate at all to class topics: 0</p>		
Was presentation well-organized?	<p><u>10 points possible</u> Presentation was very well-organized: 10</p> <p>Presentation was sometimes hard to follow: 5</p> <p>Presentation was very disorganized and impossible to follow: 0</p>	<p><u>10 points possible</u> Presentation was very well-organized: 10</p> <p>Presentation was sometimes hard to follow: 5</p> <p>Presentation was very disorganized and impossible to follow: 0</p>	
Was presentation interesting?		<p><u>10 points possible</u> Presentation was very interesting: 10</p> <p>Presentation was somewhat interesting: 5</p> <p>Presentation was boring: 0</p>	

Was the presentation clear?		<p><u>10 points possible</u></p> <p>The entire presentation was clear and easy to understand: 10</p> <p>Some parts of the presentation were difficult to understand: 5</p> <p>Most of the presentation was difficult to understand: 0</p>	
Was student a helpful member of the group and a good teamplayer?			<p><u>20 points possible</u></p> <p>Student was an active and helpful member of the group: 20</p> <p>Student was difficult to work with, but they did participate: 10</p> <p>Student did not help the group at all: 0</p>
Percent of Grade for Presentation	50%	30%	20%