

# SOCL 3733-X10 Juvenile Delinquency

Fall 2021

PROFESSOR: Beverly L. Stiles, Ph.D.

OFFICE: O'Donohoe 124

OFFICE HOURS:

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Mon. 9:30-11:00

Tues. 9:00-9:30; 11:30-12:30

Wed. 9:30-11:00

Thurs. 9:00-9:30

Because your class is online, I will be online at various times to grade. Just know that I am not sitting at my computer constantly, so if you send a mail message, you need to give me time to respond.

PHONE: 397-4019

EMAIL: [Beverly.stiles@msutexas.edu](mailto:Beverly.stiles@msutexas.edu), but this is the email address that you won't use unless there is an emergency. You will send all messages about the class through the D2L class email link.

TEXT: Juvenile Delinquency, 10 edition. Clemens Bartollas, Frank Schmalleger, and Michael Turner. ISBN: 978-0-13-455888-2. There may be additional readings or videos for which I'll provide the links throughout the chapter discussions.

## COURSE DESCRIPTIONS

This course will explore how and why juveniles break norms. Attention is devoted to the definitions, measurement, and correlates of juvenile delinquency. Additional focus is paid to the various theories and what each theory prescribes for preventing, treating, and handling juvenile delinquency.

## COURSE OBJECTIVES

- The student will explain the various theories and history of juvenile delinquency
- The student will identify and explain the various methods of treatment and rehabilitation theories used on delinquents today as they relate to current theoretical explanations of delinquency and delinquency causation
- The student will identify which theoretical explanations related to delinquency and delinquency causation are most apparent in today's literature
- The student should understand the importance of prevention and early intervention
- The student should understand the legal rights of juveniles in encounters with police
- The student will review and determine which theory(s) of delinquency and delinquency causation drive today's juvenile court systems

## EXAMS AND GRADING:

There will be three (3) exams, including the final (the final is not comprehensive). You will be using lockdown browser with Respondus Monitor. You must use a computer with a camera and following the instructions that I previously sent in an email along with the attachment telling you how to log into the lockdown browser. I will probably upload the attachment to D2L as well.

Each exam will consist of 50 multiple choice questions. You will have 55 minutes for each exam, allotting for the extra 5 minutes to get situated with the lockdown browser. You cannot cheat since every student gets a different exam. There is a pool of questions randomly selected from a large bank of questions. The time allotted is not meant to provide you with time to use your books. Although, if you have read the material, I would expect that you will indeed have time to look up an answer or two, maybe more. However, if you haven't read and studied prior to the exam, you will find that you don't have time to finish. I do intend to add 10 points to your lowest exam grade, which often is the first exam since the first exam helps folks understand how a professor tests or how the person creating the test bank, constructs questions. I add the 10 points at the end when I am averaging grades by hand. However, if for any reason you miss an exam, I "MAY" permit you to retake it within a day that it was due, but only if there is valid proof of an excused absence. This is because, other than for the final exam you will have 3 days to schedule your exam, so do not wait until the last minute. The final exam must be taken on the Saturday after classes have ended. If I have permitted you to take a makeup exam, I do not add the 10 points to your lowest exam grade and I deduct 10 points from your exam grade for taking it late (to be fair to those who took it on time).

There is also a paper due at the end of the semester, worth 20 points.

Exam Dates will be listed on the Calendar.

Below are the chapters covered by each exam.

Exam 1: 9/26 at 8:00 am thru 9/28 at 11 pm

The Nature and Extent as well as the Causes of Delinquency

Chapter 1 and Chapter 2: Adolescence & Delinquency; Measurement and Nature of Del.

Chapter 3: Individual Causes of Delinquency

Chapter 4: Social Theories of Delinquency

Chapter 5: Social Interactionist Theories of Delinquency

Chapter 6: Delinquency across the Life Course

Exam 2: 11/7 at 8:00 am thru 11/9 at 11 pm

The Environmental Influences on and the Prevention of Delinquency

Chapter 7: Gender and Delinquency

Chapter 8: Families and Delinquency

Chapter 9: Schools and Delinquency

Chapter 10: Gangs and Delinquency

Chapter 11: Drugs and Delinquency

Chapter 12: Prevention and Delinquency

Exam 3: Dec 4<sup>th</sup> (open from 11:00 am to 11:00 pm)

The Juvenile Justice System

Chapter 13: An Overview of Juvenile Justice in America

Chapter 14: Police and the Juvenile

\*Chapter 15: Juvenile Court

\*Chapter 16: Juvenile Corrections

\* These two chapters are due on the final week of classes, Chap 15 on Mon. and Chap. 16 on Thurs. However, you will only have to post your initial postings (no responses) to

get full credit for participation. This still gives you a few days to study too, if you didn't already do that over Thanksgiving break.

The following grades total to 400 points and is the basis for your grade. Notice that the chapter discussions and the current event analysis totals an exam grade.

Exam 1: 100 points

Exam 2: 100 points

Exam 3: 100 points

Chapter discussions: 80 points

Paper Assignment: Current Event article/movie: 20 points

I will divide your total points by 4 to average your grade.

### Discussion/Participation Assignments:

You will also receive a grade for your chapter discussions at the end of the semester (worth 80 points). When you add the chapter discussion points to the movie or current event analysis which is due at the end of the semester and is worth 20 points, they equal 100 points, so together they equal a test grade. Each chapter discussion is worth 5 points. This participation will be based on responses to the discussion questions that I post and the responses to your classmates post as well as what you read from the other students postings. The D2L system does keep track of everything you do so I can keep track of this. It's really an amazing system. I will post one to four questions for each chapter. I want actual dialogue here rather than simply responding by saying "I agree" or "I disagree." I want to see some thought put into your responses and some evidence of support for what you say. I want to see that you are drawing from the chapter when you respond so that I can tell that you have indeed read the chapter. You should be specific about what your chapter says when responding to your classmate postings, use page numbers to help folks locate what you're talking about. Don't just repeat you're your classmate said in their post, but rather add something new. If you tell only personal information, you won't get credit. Please remember to be civil. Provide each other with an open environment for discussing and disagreement. I will post discussion questions for each weekly chapter discussion, sometimes I do this a few days in advance for those who read ahead or so that students know what questions will have to be answered as they're reading the chapter. Notice that there are 16 chapters but I have combined a couple chapters into one discussion because of their ease, so you will only have 15 discussions total. You are to post your response to the questions by the due date at 11:00 pm. This gives everyone the following two days to respond to the postings of at least 3 other students, before it closes. This is required. Please know that it is unfair for you to not post your initial posting by the due date at 11:00 pm

because if you post your initial posting later, that doesn't give your classmates to opportunity to respond to your posting. You will therefore not be given credit if you do not post on time as I have specified. Remember also that part of your participation grade is based on your reading the postings of the other students too.

### Grading for Participation:

The chapter discussions are worth 5 points and are graded according to the following:

Plus 2 points for posting your initial posting by due date at 11 pm \*and\* for responding to the postings of your classmates by the following day at 11pm, which is the closing day for each chapter discussion. So, you will spend 2 days per chapter, one day posting your initial response, and the second day responding to at least 3 others and making certain that you have read four-fifths of all postings for the chapter before it closes. You will get a zero if you only post your initial response but do not follow through and post all remaining responses.

Plus 1 point for reading at least 4/5 (four-fifths) of all of the postings of your classmates by the closing day, at 11 pm for each chapter discussion.

Plus 2 points for posting such that it is evident that you are drawing from material that you have read for the current chapter (quality). I don't want you to just spout off and reply or make statements without drawing from the text. I need to see that you are actually reading the text material. You need to reference material from the chapter so that I can tell you are reading. This means that it needs to be substantive, not just a couple sentences.

### Paper Assignment:

Your assignment is a current event analysis. I am allowing you to select an article no older than June 2021. I want you to analyze a current in terms of the concept, theories, and issues from your text. You will need to be sure to do a thorough analysis and site page numbers for the material you use (like is required in English classes, but since I know the text you are using you can just put the pg # inside parentheses). I also want the concepts bolded in your paper to make it easier for me to find them and to look them up in the text by the page numbers. You may also choose a current event (no older than 6 mos. old) from some magazine such as Time, Newsweek, The Atlantic, etc. You must tell me the title, date, and author, and where you got the article. I just want you to choose something that has enough for you to analyze using concepts from the text. I want you to integrate concepts from the text and tell me how they relate to the

issues in the article. Again, be certain to provide page numbers. You will receive a zero for not referencing. This will be submitted through dropbox.