

**UNIVERSITY OF MARYLAND, SHADY GROVE  
DEPARTMENT OF CRIMINOLOGY AND CRIMINAL JUSTICE**

**CCJS 350: JUVENILE DELINQUENCY- FALL 2007**

Instructor: C. White, Esq.  
Classroom: 2226 Bldg III  
TuTh 9:30 a.m. - 10:45 a.m.  
Credit Hours: 3

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**COURSE DESCRIPTION**

We have a separate court system designed to address the special needs of the young people in our country. The purpose of this course is to learn who these young people are and why they need a different court system from adults.

In order to do this, we must discuss the origin of the juvenile justice system and the development of the system since the 1800s. We will discuss the extent of the problem, the types of crimes juveniles commit, juveniles as victims as well as offenders, and the theories used to explain their delinquency. To fully address these topics we will contemplate treatment and prevention strategies for this population.

We will consider court decisions that outline the rights available to juveniles as well as the court decisions that explain what rights are not available to juveniles. Ultimately, we will reflect on the current structure of the juvenile system and the future possibilities of young people involved in the juvenile system.

**REQUIRED BOOKS**

Siegel, Juvenile Delinquency, The Core 3<sup>rd</sup> edition. Thomson Wadsworth, 2008.

ISBN-13: 978-0-495-09542-2

Book Website: [www.thomsonedu.com/criminaljustice/siegel](http://www.thomsonedu.com/criminaljustice/siegel)

Annual Editions: Juvenile Delinquency and Justice: 06/07

ISBN: 0-07-351597-3

### **CLASS FORMAT**

A portion of the class will be lecture. However, a large part of the class will include class participation. Students will be called upon randomly to debate topics, answer questions and offer opinions. All students are expected to be prepared every class session. The class will be guided by the instructor but student participation is a key element of the class.

### **STATEMENT ON CLASSROOM CLIMATE**

The success of this class is dependent not only on my abilities and talents as an instructor to communicate information and ideas, but also on our ability as a class to work together to create an environment conducive to active learning. As a department and university, we expect the faculty and students to be prepared for class and to be actively engaged in the classroom activities. Unfortunately, disruptive behaviors in the classroom cheat other students of opportunities to learn. The University of Maryland's Code of Academic Integrity defines classroom disruption as "behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class." Examples include coming late to class, repeatedly leaving and entering the classroom without authorization, excessive talking, persisting in speaking without being recognized, allowing cell phones to ring, talking on a cell phone and receiving and sending text messages. None of this behavior will be tolerated.

### **CLASS CANCELLATIONS**

In the course outline you will find dates where classes have been identified as cancelled. If for any reason a class needs to be cancelled at the last minute, a Teaching Assistant will be present in the classroom to notify the class of the cancellation and/or notice will be posted through the class email list. If for any reason the Professor or a Teaching Assistant is not present, students should wait at least **15 minutes**. After that time has passed without the Professor or a Teaching Assistant showing up to the class, students may leave without suffering any consequences.

### **INCLEMENT WEATHER**

Official closures and delays are announced on the campus website at <http://www.shadygrove.umd.edu> and on (301) 738-6000 as well as local radio and TV stations. If the University closes for inclement weather, then any reading assignments, written assignments or exams that were assigned for that day will be due the next class period that the University is open. If the University is opening late then the instructor will notify the class via the coursemail and on ELMS whether the instructor will either have class or cancel class.

### **ATTENDANCE GUIDELINES**

Regular and consistent attendance in this class is expected. University policy excuses the absences of students for illness, religious observances, participation in University activities at the request of University authorities, and compelling circumstances beyond the student's control. Students must submit the request in writing and supply appropriate documentation, e.g. medical documentation.

## **RELIGIOUS OBSERVANCES**

While the University does excuse absences for religious observances, it is the student's responsibility to inform the instructor of any intended absences for religious observances in advance and prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

## **STUDENTS WITH DISABILITIES**

Any student with a documented disability who wishes to discuss academic accommodations, please contact me by September 7, 2007.

## **ELMS**

The University of Maryland is now using Enterprise Learning Management Systems, (ELMS) instead of WEBCT. The ELMS website is [www.elms.umd.edu](http://www.elms.umd.edu). We will use ELMS in this course for posting grades, class announcements and class notes. After assignments are due and exams are given, grades will be posted on ELMS in a reasonable period of time. The instructor will also post class notes on ELMS for students to review. It should be noted that while notes will be posted, these notes are only a sketch of what will be discussed in class and are not to be considered a replacement for attending class and taking notes for oneself.

*Legally, course materials such as written or recorded lectures and Power Point presentations are copyright protected and the ability to copy and distribute course materials unless it is for personal use and with instructor's permission is **illegal**.*

## **ACADEMIC DISHONESTY**

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation and plagiarism. For more information of the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>.

The following statement must be signed and/or written on every exam and assignment: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment)."

The lectures I deliver in this class and the course materials I create and distribute are protected by federal copyright law as my original works. My lectures are recorded or delivered from written lectures in order to ensure copyright protection. You are permitted to take notes of my lectures and to use course materials for your use in this course. You may not record, reproduce, or distribute my lectures/notes for any commercial purpose without my written consent. Persons who sell or distribute copies or modified copies of my course materials, possess commercial copies of my notes (i.e. Terpnotes), or assist another person or entity in selling or distributing those materials may be considered in violation of the University Code of Student Conduct, Part 9(k).

### **ASSIGNMENTS**

1. Each student is responsible for reading assignments as outlined below and being fully prepared to participate in classroom discussions.
2. Three (3) multiple-choice exams will be given based on material from the TEXT as well as from LECTURES. **NO MAKE-UP EXAMS** will be given unless a **legitimate and documented** excuse plus notification to me prior to the exam are given, and the exam must be made up within one week of the originally scheduled exam time.
3. Quizzes will be given every week based on the schedule in the Course Outline section of this syllabus. The subject of the quizzes will be the articles assigned from Annual Editions: Juvenile Delinquency and Justice: 06/07.
4. Every student is required to complete a report on a juvenile who has been reported in the news as being suspected of committing a crime. You may not report on a story that someone has the week before. You will lose points if you do, unless it is an update. Name of juvenile, state, offense, potential prosecution, potential punishment, victim, media coverage, picture

### **GRADING**

Participation	=	5%
Newspaper Report	=	10%
Quizzes	=	15%
Exam 1	=	20%
Exam 2	=	20%
Exam 3	=	30%

100-90=A; 89-80=B; 79-70=C; 69-60=D; Less than 60=F

*This syllabus is subject to change by the instructor's discretion. All changes will be announced at the beginning of class. Please read the assigned chapter(s) by the date noted.*

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**COURSE OUTLINE**

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**Week 1**

8/30

Introduction and Overview of the Course

Chapter 1

Childhood & Delinquency

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**9/3**

**Labor Day**

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**Week 2**

9/4-9/6

Chapter 1

Childhood & Delinquency

*In class debate: Should parents be criminally & civilly liable for a child's criminal behavior?*

Chapter 2

Nature & Extent of Delinquency

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**Week 3**

9/11-9/13

Quiz 1

Article 1, 3, 5

9/11

Chapter 2

Nature & Extent of Delinquency

*What are the strengths & weaknesses of the various measures of juvenile delinquency?*

Chapter 3

Individual Views of Delinquency: Choice & Trait

Juveniles in the News

9/13

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**Week 4**

9/18-9/20

Quiz 2

Article 6, 7

9/18

Chapter 3  
Individual Views of Delinquency: Choice & Trait  
*In class debate: What are the pros and cons of medicating hyperactive children with medications such as Ritalin.*

Chapter 4  
Sociological Views of Delinquency

Juveniles in the News  
9/20

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**Week 5**  
9/25-9/27

Quiz 3  
Article 8, 12  
9/25

Chapter 4  
Sociological Views of Delinquency  
*Do middle-class youths become delinquent for the same reasons as lower-class youths?*

Chapter 5  
Developmental Views of Delinquency

Juveniles in the news  
9/27

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**Week 6**  
10/2-10/4

Quiz 4  
Article 10, 11  
10/2

Chapter 5  
Developmental Views of Delinquency  
*Is delinquency a function of environment and socialization or is there a latent trait that makes a person delinquency-prone?*

**EXAM 1**  
**Chapters 1-5**  
**10/4**

Juveniles in the news  
10/2

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**Week 7**  
10/9-10/11

Chapter 6  
Gender & Delinquency

*As sex roles become more homogenous, do you believe female delinquency will become identical to male delinquency in rate and type?*

Juveniles in the news  
10/11

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**Week 8**  
10/16-10/18

Quiz 5  
Article 16, 17  
10/16

Chapter 7  
Family & Delinquency

*In class debate: Should parents physically discipline their children?*

Juveniles in the news  
10/18

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**Week 9**  
10/23-10/25

Quiz 6  
Article 22, 46  
10/23

Chapter 8  
Peers & Delinquency: Juvenile Gangs & Groups

*In class debate: Fraternities and sororities have rituals that resemble gang rituals.*

Juveniles in the news  
10/25

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**Week 10**  
10/30-11/1

Quiz 7  
Article 26, 27  
10/30

Chapter 9  
Schools & Delinquency

*Is school failure responsible for delinquency or are delinquents simply school failures?*

Juveniles in the news

11/1

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**Week 11**

11/6-11/8

Quiz 8

Article 9, 13

11/6

Chapter 10

Drug Use & Delinquency

*In class debate: should all images of drinking & smoking be banned from TV?*

**EXAM 2**

**Chapters 6-10**

**11/8**

Juveniles in the news

11/6

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**Week 12**

11/13-11/15

Quiz 9

Article 24, 43

11/13

Chapter 11

History & Development of Juvenile Justice

*How effective are teen courts?*

Juveniles in the news

11/15

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**Week 13**

**11/20-11/22**

**Thanksgiving Holiday**  
**CLASSES CANCELLED**

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**Week 14**

11/27-11/29

Quiz 10

Article 29, 34

11/27

Chapter 12  
Police Work with Juveniles  
*Should we expect the police to provide social services to children & families?*

Chapter 13  
Juvenile Court Process:  
Pretrial, Trial & Sentencing

Juveniles in the news  
11/29

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**Week 15**  
12/4-12/6

Quiz 11  
Article 4, 33, 35  
12/4

Chapter 13  
Juvenile Court Process:  
Pretrial, Trial & Sentencing  
*In class debate: Should juveniles be transferred to adult court?*

Chapter 14  
Juvenile Corrections: Probation, Community Treatment &  
Institutionalization  
*Would you want a community treatment program in your neighborhood?*

Juveniles in the news  
12/6

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**Week 16**  
12/11

Chapter 14  
Juvenile Corrections: Probation, Community Treatment &  
Institutionalization

Review

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**FINAL EXAM**  
**Chapters 11-14**  
**TBA**