

GRAND VALLEY STATE UNIVERSITY
JUVENILE JUSTICE PROCESS - CJ 350-02, 3 CREDITS
WINTER 2016

Professor: Dr. Tonisha R. Jones
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Days Class Meets: T,Th
Time Class Meets: 1:00-2:15 p.m.
Location of Class: 205D DeVos
Office Hours: M/T/W 9:00-11:00 a.m.

COURSE DESCRIPTION: An analysis of the historical and philosophical foundations of the juvenile justice process and system. Special attention is given to legal and administrative issues, reforms, and controversies. Offered fall and winter semesters.

PREREQUISITES and/or CO-REQUISITES: CJ 201 Criminology

INTRODUCTORY PROSE: The purpose of this course is to provide you an overview of juvenile delinquency and the juvenile justice system by highlighting topics such as the concept of delinquency, theories of delinquency, social, community, and environmental influences on delinquency, and the juvenile justice system. This course will explore how changing social, political, and economic conditions impact juvenile justice philosophies, processes, and institutions both historically and currently. Through such exploration, this course will provide a better understanding of the complex relationship between juvenile justice and society today. This course will also assist you in developing important reading, critical thinking, analyzing, writing, oral communication, presentation, and group collaboration skills.

OBJECTIVES: Upon completion of this course, the student will:

1. *Understand* the history of the juvenile justice system including its theories, roles, processes, case law and the applications to policy (*comprehension*).
2. *Identify* and *understand* the interrelationships within the juvenile justice system (*comprehension*).
3. *Understand* the roles and responsibilities of juvenile justice practitioners (*comprehension*).
4. *Examine* past, current, and future dilemmas facing the field of juvenile justice (*application*).
5. *Evidence* an understanding of course materials through written assignments, oral communication, group work and technological applications as outlined in course requirements (*application*).

BLOOM'S TAXONOMY LEVEL AND DOMINANT CURRICULUM "THREADS": While the current course will draw from across "Bloom's Taxonomy" of learning, it will nevertheless dominantly draw from the levels of "Knowledge" "Comprehension" and "Application." In addition, a dominant curriculum "thread" to be assessed throughout this course will be student's written and oral communication/expression, group work, and technological proficiency.

REQUIRED TEXT:

Elrod, P. & Ryder, R.S. (2014). *Juvenile justice: A social, historical, and legal perspective* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

TOPICS: See *Course Schedule*.

METHODS OF EVALUATION: Your final grade in this course will be based on two examinations, three critical thinking essays, six reading reflection quizzes, six group activities, and class participation.

Examinations

There will be two examinations. The examinations are worth 100 points each. The examinations are designed to: 1) test your knowledge and comprehension of the course readings, lectures, materials, exercises and discussions (i.e. course content), 2) test your ability to apply the course content with a consideration for the current economic, political, and social climate, 3) test your ability to evaluate the strengths and weaknesses of juvenile justice research, theory, and practice, and

4) test your ability to estimate the implications of juvenile justice public policy. The format for the examinations will include multiple-choice questions. Make-up examinations will be granted at the discretion of the professor, only for reasons deemed legitimate by the professor per Grand Valley State University policy (see University Policy), and require appropriate documentation. Please notify the professor of a missed examination within 24 hours. You will be required to make up the examination within 72 hours after the original examination date or as otherwise arranged with the professor. Make-up examinations may be in a different format and/or have different questions than the original examination. Examinations occur at the start of the class period.

Critical Thinking Essays¹

There will be three critical thinking essays. The critical thinking essays are worth 50 points each. The critical thinking essays are designed to develop your research, reading, critical thinking, and writing skills. The format for the critical thinking essays consists of writing a 2-3 page response to a writing prompt provided by the professor based on the course reading for the corresponding week *as well as* one self-selected peer-review journal article. **The critical thinking essays are due in class at the beginning of the class session on their respective due date. Late papers and electronic submissions will not be accepted.**

Reading Reflection Quizzes

There will be six reading reflection quizzes. The reading reflection quizzes are worth 15 points each. The reading reflection quizzes are designed to assess your comprehension of the course readings for the corresponding week. The reading reflection quizzes are also designed to develop your reading, analyzing, critical thinking, and writing skills. The format for the reading reflection quizzes will require you to read the assigned chapter in the required text, and in class, answer writing prompts provided by the professor. **The quizzes are unannounced, in-class activities, and therefore, if missed, cannot be made up.**

Group Activities

There will be six group exercises. The group exercises are worth 10 points each. The group exercises are designed to develop your listening, oral communication, group collaboration, idea generation, problem solving, and presentation skills. The format for the group exercises consists of working with a group to answer in-class writing prompts provided by the professor based on the course readings, lectures, discussions, films, or other class work for the corresponding week and presenting the answers in class. **The group exercises are unannounced, in-class activities, and therefore, if missed, cannot be made up.**

Class Participation²

You will be evaluated on your level of class participation. Evaluation criteria include; class attendance/promptness, level of engagement in class, listening skills, behavior, and class preparation. You level of class participation is worth a total of 20 points.

2 Examinations (100 Points Each)

3 Critical Thinking Essays (50 Points Each)

6 Reading Reflection Quizzes (15 Points Each)

6 Group Activities (10 Points Each)

Class Participation (20 Points)

Total of 520 Points

¹ See attached *Critical Thinking Essay Rubric*.

² See attached *Class Participation Rubric*.

The following scale will be used to determine your grade for each class assignment as well as for your overall final grade at the end of the course.

A	=	94-100%
A-	=	90-93%
B+	=	87-89%
B	=	84-86%
B-	=	80-83%
C+	=	77-79%
C	=	74-76%
C-	=	70-73%
D	=	60-69%
F	=	59% and lower

ATTENDANCE: Regular class attendance is *highly recommended*. Failure to attend class will result in missed opportunities for readings, lectures, discussions, exercises, films and other class works and materials. If you miss a class it is your responsibility to obtain class information and materials from an alternative source (e.g. a classmate). It is also expected that you will come to class prepared to participate actively (e.g. complete the assigned readings prior to the start of class and be prepared to respond to in-class questions posed by the professor and participate in class discussions and activities). You will be evaluated for points on your class attendance, level of engagement in class, and class preparation.

ELECTRONIC DEVICE POLICY:

The use of electronic devices (e.g.laptops/smartphones) during class is not permitted.

COURSE TECHNOLOGY:

I will post course announcements, information, materials, grades, and other forms of communication on Blackboard. Please check Blackboard regularly to stay up-to-date on course announcements and information.

CODE OF CONDUCT: In this class you are required to conduct yourself in an appropriate, responsible, mature and professional manner. Disruptive behavior and poor class demeanor (e.g. consistent late arrival, leaving class early, use of technological devices, side conversations, inappropriate remarks) will not be tolerated. If such behavior is exhibited you will first, receive a verbal warning, second, be excused from class, and if such behavior persists, you will be subject to formal action in accordance with Grand Valley State University policy (see University Policy). You will be evaluated for points on your class behavior.

ACADEMIC INTEGRITY: Assumed by GVSU and this professor, is that each student possesses an exceptional level of academic integrity. Section 223.00 & 223.01 of the *Student Code* are reproduced below for your reference.

SECTION 223.00 INTEGRITY OF SCHOLARSHIP AND GRADES: Truth and Honesty. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles, and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged. Compliance shall include compliance with the following specific rules:

- a) No student shall knowingly, without authorization, procure, provide or accept any materials which contain questions or answers to any examination or assignment.
- b) No student shall, without authorization, complete, in part or in total, any examination or assignment for another person.
- c) No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person.
- d) No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own.

e) No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without authorization from the instructor(s) of the class(es) to which the student wishes to submit it .

SECTION 223.01 PLAGIARISM: Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of others students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

Academic dishonesty will not be tolerated. If such behavior is exhibited you will receive an F on the assignment, may receive an F in the course, and may be subject to formal action in accordance with Grand Valley State University policy (see University Policy).

DISABILITY-RELATED ACCOMMODATIONS: If you have a need for disability-related accommodations, please inform the professor and Disability Support Services at (616) 331-2490. Reasonable and effective accommodations and services will be provided to students if the requests are made in a timely manner, with appropriate documentation in accordance with federal, state, and university guidelines. Furthermore, if you have a physical disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make the professor aware so a plan can be developed to assist you.

STUDENT RESOURCES:

The Library

Patricia Bravender is the criminal justice librarian and she can provide you with individualized research assistance for all of your classes. Her office is in the Steelcase Library on the downtown campus and she can be reached at bravendp@gvsu.edu or (616) 331-7338. Her criminal justice library subject guide (<http://libguides.gvsu.edu/cj>) contains links to all of the criminal justice databases and other specific resources for criminal justice students, including crime statistics.

The Writing Center

The Writing Center has trained peer-consultants to help you with your writing assignment at any stage of your writing process. You can either make an appointment with a peer-consultant or take advantage of the Writing Center's drop-in hours. For more information visit their website at www.gvsu.edu/wc/ or call (616) 331-2922.

Peer Research Consultants

Highly trained student consultants are available to work one-on-one or in small groups to help with your library research, writing, or oral presentation. Any undergraduate or graduate GVSU student can make an appointment: www.gvsu.edu/library/km or can simply come into the Knowledge Market. The downtown Knowledge Market is located at Steelcase Library, and the hours of operation are Mondays-Thursday 2-7PM. In Allendale it is located on the first floor of the Mary Idema Pew Library Learning and Information Commons. Hours of Operation are Sunday – Thursday from 6 PM-12 Midnight.

COURSE SCHEDULE³:

Week 1

³ This course schedule is tentative and therefore subject to change. The professor reserves the right to modify the course schedule during the semester when necessary. Deviations from the course schedule will be announced as early as possible.

1/12/16	Introduction to the Course
1/14/16	Introduction to Juvenile Justice Process Elrod & Ryder, Chapter 1
Week 2	
1/19/16	Nature and Patterns of Juvenile Offending Elrod & Ryder, Chapter 2
1/21/16	Nature and Patterns of Juvenile Offending Elrod & Ryder, Chapter 2
Week 3	
1/26/16	Explaining Delinquency: Individual-level Variables Elrod & Ryder, Chapter 3
1/28/16	Explaining Delinquency: Individual-level Variables Elrod & Ryder, Chapter 3 Student Profile Due
Week 4	
2/2/16	Explaining Delinquency: Social Contexts Elrod & Ryder, Chapter 3
2/4/16	Explaining Delinquency: Social Contexts Elrod & Ryder, Chapter 3 Critical Thinking Essay 1 Due
Week 5	
2/9/16	Explaining Delinquency: Social Processes Elrod & Ryder, Chapter 3
2/11/16	Explaining Delinquency: Social Processes Elrod & Ryder, Chapter 3
Week 6	
2/16/16	Explaining Delinquency: Childhood Risk Factors Elrod & Ryder, Chapter 3
2/18/16	Explaining Delinquency: Childhood Risk Factors Elrod & Ryder, Chapter 3
Week 7	
2/23/16	Mid-term Examination Review
2/25/16	Mid-term Examination
Week 8	
3/1/16	Juvenile Court Elrod & Ryder, Chapter 4 and 5
3/3/16	Juvenile Court

	Elrod & Ryder, Chapter 4 and 5
Week 9	
3/8/16	Spring Break-No Class
3/10/16	Spring Break-No Class
Week 10	
3/15/16	Juvenile Court Clientele Elrod & Ryder, Chapter 13 and 14
3/17/16	Juvenile Court Clientele Elrod & Ryder, Chapter 13 and 14 Critical Thinking Essay 2 Due
Week 11	
3/22/16	Juvenile Court Case Processing Elrod & Ryder, Chapter 6, 7, 8 and 10
3/24/16	Juvenile Court Case Processing Elrod & Ryder, Chapter 6, 7, 8 and 10
Week 12	
3/29/16	Sanctioning Delinquents Elrod & Ryder, Chapter 11 and 12
3/31/16	Sanctioning Delinquents Elrod & Ryder, Chapter 11 and 12
Week 13	
4/5/16	Juveniles in Criminal Court Elrod & Ryder, Chapter 9
4/7/16	Juveniles in Criminal Court Elrod & Ryder, Chapter 9
Week 14	
4/12/16	Juvenile Justice Policy Elrod & Ryder, Chapter 15
4/14/16	Juvenile Justice Policy Elrod & Ryder, Chapter 15 Critical Thinking Essay 3 Due
Week 15	
4/19/16	Working in Juvenile Justice Elrod & Ryder, Chapter 16
4/21/16	Working in Juvenile Justice Elrod & Ryder, Chapter 16

Final Examination Review

Week 16

4/25/16

Final Examination at 12:00-1:50 p.m.

Important Dates:

Drop Deadline for “W” – 3/11/16

Final Examination – 4/25/16 at 12:00-1:50 p.m.

CRITICAL THINKING ESSAY ASSIGNMENT REQUIREMENTS:

Assignment Requirements

The critical thinking essay assignments will require you to write a 2-3 page response to a writing prompt provided by the professor based on the course reading for the corresponding week *as well as* one self-selected peer-reviewed journal article.

Paper Requirements

- Formal academic writing using American Psychological Association (APA) style
- Typed
- 2-3 pages (not including title or reference page)
- Times new roman font
- 12-point font
- 1-inch margins
- Left justification
- Double spaced
- Number pages
- Stapled
- 1 academic book
- 1 peer-reviewed journal article
- APA in-text citation
- APA reference page

Bloom's Taxonomy of the Cognitive Domain*
(In other words, a level-by-level approach to understanding how you think!)

Benjamin Bloom created this taxonomy (organization of categories) to understand the level of abstract thinking required in various educational settings. *During the course of the semester, course content, exercises, assignments and tests will move through these levels from knowledge to analysis.* In other words, this class is structured to develop and test your critical thinking skills about the material. (Note that the taxonomy works from the bottom up. That is, the higher you go on the chart, the more developed the level of critical thinking.)

What does this mean for you as a student in this course? (1) *It is very important that you gain the foundational knowledge for the course.* Each unit will build on old knowledge and introduce new knowledge. If you don't understand a core concept, see me! Don't get lost or left behind because you were afraid to ask. *There are no stupid questions in this class!* (2) *Participate in the class exercises and assignments.* I develop these to help you use your knowledge and develop your thinking skills through case scenarios, problems, and focused activities. *This isn't just busy work!* Believe it or not, there's a method to the madness! (3) *Review the test study guides to see what level of thinking I will expect on each topic.* If I ask you to identify something, I will be asking you to tell me what you know. If I ask you to define something, I will be asking you to show me what you comprehend (understand). If I ask you to compare and contrast two ideas, I am asking you to analyze the material in terms of similarities and/or differences. If I am asking you to integrate or assess, I am asking you to synthesize and evaluate. *As you will see, test questions often are similar to in-class activities or assignments, another good reason to make sure that you participate and ask if you have questions!*

Bloom's Taxonomy

6. EVALUATION	Students can use previously learned standards/criteria to determine the worth or merit of a complex product.	Compare and discriminate between ideas, Assess value of theories, presentations, Make choices based on reasoned argument, Verify value of evidence, Recognize subjectivity	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize
5. SYNTHESIS	Students can create an original and complex product out of a set of simpler components.	Use old ideas to create new ones, Generalize from given facts, Relate knowledge from several areas, Predict, draw conclusions	Combine, integrate, modify, rearrange, substitute, plan, create, build, solve, perform, establish, predict, produce, modify, plan, formulate, design, invent, compose, formulate, prepare, generalize, rewrite
4. ANALYSIS	Students can take a complex set of material and break it down into its component parts and/or explain why a complex set of relationships is organized as it is or what caused it to be or predict from the present to the future.	Seeing patterns, Organization of parts, Recognition of hidden meanings, Identification of components	Analyze, breakdown, separate, order, explain, connect, classify, arrange, divide, compare and contrast, select, explain, infer, show how, draw a diagram, deduce
3. APPLICATION	Students can apply previously learned material such as concepts, rules or generalizations to newly taught material.	Use information, Use methods, concepts, theories in new situations, Solve problems using required skills or knowledge	Apply, classify, find, choose, compute, sort, generalize, organize, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
2. COMPREHENSION	Students can express previously learned material in their own way.	Understanding information, Grasp meaning, Translate knowledge into new context, Interpret facts, Compare, Contrast, Order, Group, Infer causes, Predict consequences	Summarize, define, put in your own words, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, summarize, translate, illustrate, restate, demonstrate
1. KNOWLEDGE	Students can recall, reproduce or recognize previously learned information as it was taught to them.	Observation and recall of information, Knowledge of dates, events, places, Knowledge of major ideas, Mastery of subject matter	List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, underline, place in order, reproduce, recognize, recall, name, who, when, where, etc.
LEVEL	DESCRIPTION	GOAL	SUGGESTED ACTION VERBS/QUESTION CUES

Adapted from Bloom, Benjamin S. 1984. *Taxonomy of educational objectives*. Boston, MA: Allyn and Bacon, Pearson Education

Critical Thinking Essay Rubric⁴

Student _____

Criteria			
	5	0	Points
Issue identification and summarization	Identifies and summarizes the problem/question presented.	Did not identify and summarize the problem/question presented.	
Provision of supporting evidence	Provides supporting evidence.	Did not provide supporting evidence.	
Assessment of quality of supporting evidence	Assesses the quality of supporting evidence.	Did not assess the quality of supporting evidence.	
Identification and assessment of the influence of context (i.e. political, social, economic) on the issue	Identifies and assess the influence of context on the issue.	Did not identify and assess the influence of context on the issue.	
Identification and consideration other salient perspectives and positions important to the analysis of the issue	Identifies and considers other salient perspectives and positions important to the analysis of the issue.	Did not identify and consider other salient perspectives and positions important to the analysis of the issue.	
Identification and presentation of student's own perspectives and positions important to the analysis of the issue	Identifies and presents the student's own perspectives and positions important to the analysis of the issue.	Did not identify and present the student's own perspectives and positions important to the analysis of the issue.	
Identification and presentation of broader implications of the arguments made	Identifies and presents the broader implications of the arguments made.	Did not identify and present the broader implications of the arguments made.	
Grammar, Spelling, Writing Mechanics	Proper grammar, spelling, and writing mechanics.	Improper grammar, spelling, and writing mechanics.	
Length	Adhered to page length requirement.	Did not adhere to page length requirement.	
Citation/Reference Format	Used APA citation/reference format.	Did not use APA citation/reference format.	
Comments:			

⁴ Adapted from the *Washington State University Critical Thinking Rubric*

Class Participation Rubric⁵

Student _____

Criteria					
	4	3	2	1	Points
Attendance/Promptness	Student is always prompt and regularly attends classes.	Student is almost always prompt and regularly attends classes.	Student is usually prompt and regularly attends classes.	Student is rarely prompt and has poor class attendance.	
Level of Engagement in Class	Student always proactively contributes to class by offering ideas and asking questions.	Student usually proactively contributes to class by offering ideas and asking questions.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.	
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	
Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.	
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.	
Comments:				Total →	

⁵ Adapted from *teachers.teach-nology.com*