



Syllabus

Course Number/Title: CJ 210 Introduction to Juvenile Justice

Department: Social Science/Criminal Justice

Required Text: *Juvenile Justice* by Robert Taylor
3rd Edition ISBN:9780078111457

Instructor: Linda Davis-Stephens, BA, MA, JD

Office Hours: M-F 9 a.m. & M-R@2 p.m. BMC 701

Course Placement: Freshmen/Sophomore

Email: linda.davis-stephens@colbycc.edu

Required: Web access <https://app.onelogin.com>

<http://colbycriminaljustice.wikidot.com/juvenile-justice>

<http://colbycriminaljusticeportfolios.wikidot.com/start:home>

Year: Fall 2012

Credit Hours: 3

Days/Time: T/TH 10:50-12:05 pm
8/21-12/13/12

Room #: BMC 714

Phone #: (785) 460-5528

Prerequisite: None

Recommended: Govt. Docs.

RATIONALE

This course fulfills a three-credit hour requirement in the General Education Requirements of the Transfer and Articulation agreement between the Kansas Regents Universities and Kansas Community Colleges.

The student will acquire general knowledge of the American Legal System and critical thinking skills useful to understanding legal process and career development.

COURSE DESCRIPTION

This course is an introduction to the American system of juvenile justice. The course will cover the relationships between juveniles and the criminal justice system, including law enforcement, juvenile diversion programs, courts, probation and parole, service organizations and the correctional system. Current social trends in juvenile crime, gang activity, and premeditated violence will be discussed.

COURSE OUTLINE

Introduction & Pretest

Understanding Juvenile Issues

Service Learning Orientation

Reviewing the Basics

Identifying Resources

August Exploring the Field <http://colbycriminaljustice.wikidot.com/>

Oct **Mid Term Exam**

Essential Connections

Nov Securing Tomorrow: the Future of Juvenile

Dec **Present Projects** <http://colbycriminaljustice.wikidot.com/juvenile-justice>

Review Personal Encounter Reports

<http://colbycriminaljusticeportfolios.wikidot.com/start:home>

FINAL EXAM –12/13/12 1:00-3:00 p.m.

List of Due Dates online in eCourses <https://app.onelogin.com> CJ 210 “Course Checklist”

COURSE LEARNING OBJECTIVES

The main goal of this course is that you learn how to think and analyze critically and academically. You should learn to integrate ideas and explore the applicability of academic learning in the real world. The

course is focused on student-centered learning. The nature of this course is discovery learning and collaboration.

- The learner will be able to use language to think and reason, as well as to access, process and use information for learning.
- The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
- Determine the nature and extent of information needed to answer a question related to Course Content.*
- Individually or as a member of a group, uses information effectively in a manner that supports a specific purpose such as a paper or presentation in the field of Course Content.*
- Utilize Web 2.0 tools in practice and performance.*

*Course Learning Objectives Assessed: Statements that indicate what students are expected to know or to have learned upon completion of a course or a lesson.

COURSE COMPETENCIES

Upon completion of this course students should be able to:

- Compare academic program offerings
- Examine the problem of defining juvenile
- Discuss juvenile issues
- Recognize the history and development of Juvenile Justice in the United States
- Describe the foundations of Juvenile Justice practices
- Review the key Juvenile Justice services
- Apply critical analysis to readings, discussions and class performance
- Participate in Service Learning activities
- Overview career opportunities

COURSE LEARNING OUTCOMES

a. Cognitive Outcomes: This course will develop the student's general intellectual abilities, curiosity, powers of critical analysis, aesthetic appreciation, and creativity. The student will have the capacity to analyze and interpret the dynamics of various events, ethical processes, and their significance, demonstrated by student's ability to read and think critically, to write effectively and express himself or herself.

b. Affective Outcomes: Upon completion of the course the student will have an understanding of personal management and skills necessary for academic and job success; to include how the college and workplace affects them and how they can affect it. The student will also appreciate social affiliation, group dynamics and strategy; and better understand the academic process

METHOD OF EVALUATION

See Course Checklist Online. Course credit will be evaluated by the following chart:

| Attendance/ Practice | Finals | Semester Grade |
|-------------------------|--------------------------------|-------------------|
| 50% | Projects 20% | 100% |
| | Personal Encounter Reports 10% | |
| | Examinations 20% | |

Grading uses the following scale:

A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=0-59%

Semester grade is determined one-half by attendance and participation. The other half is based on performance--i.e., practice and project scores. Final examination over the final unit of study will be according to the finals schedule, unless otherwise notified. Final Exam will only be administered once.

METHOD OF INSTRUCTION

Instructor will convey to each student an understanding of:

- A comprehensive view of the subject of study
- The scope and historical sequence of the subject of study
- The structure and purpose of the subject of study academically and professionally
- Career opportunities in the subject of study

Textual materials, readings, media, lectures, and group discussions will be used to introduce students to course content. The basis of instruction is student discovery and instructor guidance. The instructor uses a perspectivist approach. Instruction includes the Socratic Method and Intuitive Learning Techniques, as well as lecture/discussion format. Learning activities to encourage student performance may include service learning, field encounters, active learning, teamwork, and critical thinking exercises. Course work is designed to allow students to apply what they are learning directly to authentic situations related to the course outline. The instructor facilitates the integration of classroom learning within the context of the world beyond the academic setting.

COURSE REQUIREMENTS

Required computer access to <https://app.onelogin.com/client/apps> , and online posting of presentations required at <http://colbycriminaljustice.wikidot.com/> Students will read the entire syllabus and inquire about any further information necessary. Textbooks must be purchased at the beginning of the course. Each student is responsible for reading, taking class notes, and doing assignments. The level of competency each student should demonstrate for successful completion of the course is at least the 70 percentile level for a C average. All quizzes, tests, and examinations are required of each student. Students will turn in assignments when due and arrive on time for each scheduled class. Students will observe and pay attention to the focus of each instructional activity whether lecture, video, or group discussion, etc. Students will show due diligence and self-discipline in study habits.

The asynchronous online format allows self-motivated, task-driven students the flexibility to complete undergraduate level coursework. Because this course relies heavily on regular interaction with others, students must have access to a working computer with Internet access throughout the course. Additionally, we will be using a variety of technology tools for this course, as working comfortably in a Web 2.0 environment is a major component of life today.

Introduce Ourselves Assignment: Post a short bio about yourself and reply in the Introduction Thread.

Create a digital story using iMovie, Moviemaker, or other movie editor. Add your voice over— narrative, images, and music. Post to the course Module Threaded Discussion and the class wikidot site as assigned in class.

• SERVICE-LEARNING COMPONENT

Any student may arrange with the course instructor and community agency an approved Service-Learning Presentation. Each participating student who chooses this option will plan with the instructor 15 hours of volunteer service-learning and report the results as a course requirement.

Classroom Climate - It is likely you will hear class members express ideas or opinions very different from your own. You can listen to opposing viewpoints and respect the rights of others to hold differing perspectives without compromising your own beliefs or values. Be polite. Constructive feedback is a balance of honesty, respect, and sensitivity. Provide your classmates with specific and useful comments in a helpful and supportive manner. You will find yourself receiving constructive feedback as well as giving it. Do not overreact to suggestions for improvement. No presentation is perfect and no critique is all knowing. We are all learning as we engage in this experience.

Students are responsible for quality and timeliness. Late work may not receive full credit. Please indicate your name and identify the lesson at the top of the assignment. Prior arrangements are preferable when missing coursework is unavoidable. Make-up work must be arranged with the instructor within one week of missed work. If make-ups are approved they will be given when designated by the instructor. Missed make-up work may result in a failed score for that class work. Make-up examinations, when approved, are to be administered according to instructor discretion. Missed make-up examinations may result in a failed grade for that examination.

TEST POLICY

Quizzes, tests, and examinations will be designated in class as online, open/closed file, notes, or textbook. Extensions for online testing must be instructor approved.

ATTENDANCE POLICY

Attendance is recorded by the regular collection of assignments, projects, quizzes, tests, and examinations. Failure for non-attendance forms will be used according to school policy. Official withdrawal forms should be submitted by the student to obtain refund and change enrollment status according to official deadlines.

SCHOOL ACTIVITY ABSENCE

If you are absent due to a school activity such as field trips, athletic events involving players, etc., you are required to have permission by the appropriate coach or other instructor. **You must make arrangements to make up class work before** you leave for that activity, or class work may not receive full credit.

PERSONAL ABSENCE

In the case of a personal absence--one that cannot be avoided, class work must be made up before the absence, or by arrangement with the instructor. It is your responsibility to call the instructor's office and communicate about your absence and class work--(785) 460-5528.

GUEST SPEAKER POLICY

On the occasion when a speaker has been invited to class students will show attention, ask relevant questions, and honor our guest with utmost respect.

FILM POLICY

Film assignments are made for in class viewing or for library viewing (video on reserve to be checked out to library equipment). Films are viewed for informational, instructional, and enrichment purposes. Written assignments corresponding to films will be due as designated in class.

FIELD TRIP POLICY

Each student joining a class field trip must turn in appropriate forms before the trip begins. Forms requiring a notarized signature may be completed with the Notary Public in the Registration/Admissions Office of Colby Community College or other Notary Public.

Academic Integrity Policy

Colby Community College defines academic integrity as learning that leads to the development of knowledge and/or skills without any form of cheating or plagiarism. This learning requires respect for Colby's institutional values of quality, service and integrity. All Colby Community College students, faculty, staff, and administrators are responsible for upholding academic integrity.

Cheating is giving, receiving, or using unauthorized help on individual and group academic exercises such as papers, quizzes, tests, and presentations through any delivery system in any learning

environment. This includes impersonating another student, sharing content without authorization, fabricating data, and altering academic documents, including records, with or without the use of personal and college electronic devices.

Plagiarism is representing or turning in someone else's work without proper citation of the source. This includes unacknowledged paraphrase, quotation, or complete use of someone else's work in any form. It also includes citing work that is not used and taking credit for a group project without contributing to it. The following procedure will be used for students who violate the policy:

- First Offense – Student will receive a zero for the assignment and the student will be reported to the Dean of Academic Affairs.
- Second Offense – The student will be reported to the Dean of Academic Affairs and removed from the class.
- Third Offense – The student will be reported to the Dean of Academic Affairs and dismissed from the college.

Any questions about this policy may be referred to the Dean of Academic Affairs.

ASSESSMENT STATEMENT

Colby Community College assesses student learning at several levels: general education, program, and classroom. The goal of these assessment activities is to improve student learning. As a student in this course, you will participate in various assessment activities. An example of your work, a paper, some test questions, a presentation, or other work may be selected for assessment. This process will not affect your grade, will not require you do additional work and your evaluation will be confidentially handled. Results of these activities will be used to improve teaching and learning at Colby Community College.

SYLLABUS INFORMATION DISCLAIMER

The course instructor reserves the right to change any information contained in this document, when necessary, with adequate notice given to the student. Notice shall be given in the classroom during class. No other notice is required. It is the students' responsibility to keep up with any changes, modifications, adjustments or amendments that are made to this document.

The student must discuss with the instructor any course related assignment, learning activity, or other part of the course that a student finds objectionable to his/her moral integrity or otherwise considers offensive content. Thereupon, with respectful dialogue, the instructor and student can find an alternative together for quality education.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

According to the Americans with Disabilities Act, it is the responsibility of each student with a disability to notify the college of his/her disability and to request accommodation. If a member of the class has a documented learning disability or physical disability and needs special accommodation, he/she should contact CCC Student Support Services or the CCC Vice President of Student Services.

EQUIPMENT

Access to a computer equipped with Microsoft Office (Word), Internet access and a web browser, and an e-mail address. Except to accommodate special needs, audio/visual recording of my lectures or class discussion is not allowed.

BIBLIOGRAPHY

2008 Voices in the Criminal Justice System by Clemens Bartollas and Stuart Miller

<http://greatplainsexperience.blogspot.com/>

<http://colbycriminaljusticeportfolios.wikidot.com/davis-stephens:page-1>

<http://thecollaboratory.wikidot.com/faculty:davis-stephens>

Preparatory education: Wichita State University, (Master of Arts/Anthropology), Wichita State University, (Bachelor of Anthropology/Spanish, Magna Cum Laude with Honors), Wichita State University, (Degree Candidate/Elementary & Secondary Education); Legal education: Washburn University (Juris Doctor). Certificate: Visiting Scholar Certificate, Kansas State Board of Education.

Community Activities: National Park Service, Kansas State Historical Society, Prairie Museum of Art and History, Thomas County Historical Society, Jennings Heritage Associates, Oral Interviews, Kansas Folklore Society, Service Learning Archival Materials, Kansas Anthropological Association, High Plains Chapter, Special Collections Library.

Fieldwork: Spanish Interviews, Norton Correctional Facility, Restoration/Preservation Projects, Central High Plains, Action Anthropology/Archeology, Western Plains Region.

Selected Works in Media and Print: include Linda Davis-Stephens' Collection, Prairie Museum of Art and History; Summary, Nomination and Comprehensive Survey Reports, National Park Service, Cheyenne Action Archeology Tenth Millennium Series, Local History and Culture Documentaries, Theses, Sustainable Agriculture Policy, Central Plains Region, Mock Farm Mediation.

Positions held: President Hispanic American Law Student Association, Principal, West Plains Academy, and Attorney with emphasis in Criminal/Environmental Law, Conflict Resolution, and International Law.

Classes taught: Forensic Anthropology, Criminal Justice Forum, Juvenile Justice, Homeland Security, Loss Prevention and Private Security, Judicial Functions, Corrections, Criminal Procedure, Introduction to Criminal Justice, Criminology, Great Plains Experience, World Regional Geography, American Frontier Literature, Spanish, Government, World Religions, Anthropology, Women's Studies, Native American Cultures, Friends University—Conflict Resolution, Business Ethics, Organizational Behavior, Organizational Management & Leadership.

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