

Juvenile Delinquency 4750
Spring 2009

Instructor: Dr. Wm. Reed Benedict
Class Times: Tues. Thurs 12:30-1:45
Location: Blair Hall 3103
Office: Blair Hall 3149
Phone #: Off: 581-2726 Hm: 345-5299
Office Hours: Tues & Thurs. 11:00-12:00 & 2:00-3:00

COURSE DESCRIPTION:

This course is designed to help the student develop an understanding of the various issues pertaining to juvenile delinquency and the juvenile justice system. The juvenile justice system involves the agencies, institutions, organizations, and personnel that process juvenile offenders.

COURSE OBJECTIVES:

- 1) My primary goal is to equip you with an understanding of the juvenile justice system as it refers to the structure, function, and decision processes of agencies that deal with the management and control of juvenile crime.
- 2) The second goal is to improve your ability to sort out important facts, retain those facts, and be able to apply them appropriately in logical arguments.
- 3) The last goal is to further develop your analytic skills and writing abilities.

The first goal can be accomplished by regular class attendance and participation. The second and third goals can be accomplished by adequately meeting the class requirements/assignments.

READINGS:

You will be provided with a variety of academic readings based on topical juvenile issues. We will extensively discuss this information in class. These readings as well as information presented by students in their PowerPoint presentations will be the basis for the final exam.

GRADING SCALE FOR THIS CLASS IS:

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

GRADING SYSTEM:

Final Examination: 40%
Written Work: 30%
Presentation: 20%
Attendance/participation: 10%

EXAMINATIONS:

The final exam will consist of multiple guess and essay questions. The examination will cover materials from the readings, lectures, films shown in class and information presented by students in their PowerPoint presentations.

RESEARCH/REACTION PAPER:

Each student will be required to complete a 7-10 page research paper based on a juvenile issue discussed in class. This paper will be worth 30 percent of your grade for the class. Some of the information needed to complete this paper will most likely be presented and discussed in class. However, you will need to spend additional time in the library to prepare for these research papers. You will be given explicit directions as to the expectations for these writing assignments.

Some suggestions for paper topics are as follows: Juvenile crime and light sentencing; teenage prostitution; boot camps & shock incarceration programs; juvenile homicide, juvenile gang involvement; juvenile probation; kids killing kids; suburban gangs and/or delinquency; variations between male and female delinquency; juvenile courts; cross-cultural delinquency; juveniles being punished as adults; family factors and delinquency; illiteracy & delinquency; peer pressure and delinquency; guns & delinquency; theoretical insights regarding juvenile delinquency/crime; juvenile suicide; treatment alternatives for juvenile offenders; and the trend and use of teen courts.

Any student who chooses to hand in a paper written by someone other than him/herself, or plagiarizes the assignment in any way **will fail not only the paper assignment, but the entire class**. Please take this policy seriously as I will make no exceptions.

PRESENTATIONS:

Each of you (in groups of no more than two students) will be expected to give in-class PowerPoint presentations. These presentations should be no less than ten minutes in length. You will be expected to present your work and then field questions from your classmates and myself. I would suggest that you "*kill two birds with one stone*", e.g., the basis of your presentation should be directly related to the content of your research paper. This presentation will be worth twenty percent of your final grade.

CLASS DISCUSSION:

Even though I will be lecturing, this class is not designed to be a traditional lecture-based course; rather this course will be based heavily on the discussion of controversial juvenile issues. Everyone is expected to have read the assigned material prior to the day of class on which it will be covered and be prepared to discuss it. If you have a comment you would like to interject which is germane to the material being covered, make me aware of this fact in a polite fashion and by all means share your insights, experiences, and opinions with your fellow students and myself.

I will do what is in my power to communicate the course material clearly to you and provide you with the necessary tools to do well in this class. However, you are responsible for making a serious and concerted effort to understand the assigned material. I am not clairvoyant, if the readings or lecture are confusing to you, I expect you to seek clarification. Toward this end, you are responsible for asking questions during class or office hours.

STUDENTS WITH DISABILITIES:

If you have a documented disability and need accommodations, please contact me as soon as possible.

CONSEQUENCES OF ACADEMIC DISHONESTY:

Plagiarism and cheating are serious offenses and will be punished by failure of the course and/or expulsion from the university. For more information refer to the guidelines "Academic Integrity standards at Eastern Illinois University" posted in the classroom.

CLASSROOM CONDUCT:

DO NOT TALK during class!

DO NOT USE YOUR CELL PHONE!

DO NOT Arrive Late to class! The door may be locked 5 minutes after class has started and you will not be allowed in.

DISABILITIES STATEMENT

Students with documented disabilities are encouraged to contact the Office of Disability Services (581-6583) if they wish to discuss any necessary academic accommodations.

MEDICAL EMERGENCY STATEMENT

For medical emergencies, go to the nearest phone and call 911. All faculty offices have telephones and during normal business hours (8-12 and 1-4:30), the Sociology Office (Blair 3170) is open. Be sure to state the floor and room number of the emergency to the 911 operator. If possible, someone should go to the central entrance of Blair Hall to direct EMS personnel to the medical emergency scene. If the medical emergency is on the second or third floor, someone else should hold the elevator on the first floor for EMS use.

TORNADO STATEMENT

In case of a tornado warning, proceed to the center of the hallway on the first floor, near the posted severe weather signs. Under no circumstances should you attempt to leave the building.

BUILDING FIRE STATEMENT

In case of fire, activate the fire alarm and exit the building. When a fire alarm sounds, everyone must exit the building and cannot re-enter the building until allowed by the building coordinator or fire department official. Fire alarms are located at the north and south ends of the corridors just inside the fire doors. The closes exits for all classrooms in Blair are on the north and south ends of the building. Under no circumstance should the elevator be used. Group assembly areas for all classes in Blair are either on the patio area between Blair and Old Main or on the southeast corner of the North Quad. As you exit the building, continue moving well away from the exits so that you do not impede the egress of other students or the work of fire officials. Move a safe distance away from the building.

Final Exam Tuesday May 5th. 12:30-2:30. All students must take the exam during the date and time it is given.