Course Description
The objective of this course is to acquaint the student with fundamental terms, concepts, theories, and modalities in juvenile delinquency. The orientation of this course is towards a comprehensive understanding of the causes and treatment of juvenile delinquency. Attention will be given to both conventional and non-conventional theoretical perspectives and solutions to the juvenile crime problem. Topics to be covered include: the nature of delinquency, theories in delinquency, female delinquency, juvenile justice system operation, gang behavior, constitutional law, and institutional care.

The format of the class is based on an “online” learning style format. Course content includes assigned readings in the text supplemented by online discussions and assignments. Please check BlackBoard Vista/WebCt on a daily basis for announcements and updated course information. All class communication will be received via BlackBoard Vista/WebCt or by email.

Course Objectives
• Understand what is meant by the concept of juvenile delinquency
• Appreciate the differences between offenses committed by juvenile vs. offenses committed by adults
• Become knowledgeable of key court cases that have impacted the development of the juvenile justice system
• Become familiar with historical events leading up to the operation of the contemporary juvenile justice system
• Gain an understanding of various theories that attempt to explain the occurrence of juvenile delinquency
• Understand the juvenile court process
• Become familiar with the reasons why juveniles join gangs
• Be able to describe the major characteristics of gangs
• Understand various approaches related to rehabilitating juvenile offenders

Required Text
Chapter Titles
1. Childhood and Delinquency.
"New Directions in Preventing Delinquency: Primary Prevention Efforts: Early Childhood."
6. Gender and Delinquency.
7. The Family and Delinquency.
9. Schools and Delinquency.
10. Drug Use and Delinquency.
"New Directions in Preventing Delinquency: Secondary Prevention Efforts: Family and Community."
11. The History and Development of Juvenile Justice.

Appendix: Excerpts from the U.S. Constitution.

Notes.

Glossary.

Name Index.

Subject Index.

**Grading**
The final grade will be based on three multiple choice exams each worth 25 percent of the total grade, participation in online class discussions worth 10 percent of the final grade, and a group PowerPoint project worth 15 percent of the final grade. Grading Scale: A (100-93) A- (92-90) B+ (89-87) B (86-83) B- (82-80) C+ (79-77) C (76-73) C- (72-70) D+ (69-67) D (66-63) D- (62-60) E (<60)

**PowerPoint Assignment**
Students will be assigned to groups and ask to prepare a PowerPoint presentation on a topic related to juvenile delinquency. Group assignments and PowerPoint assignments
will be made shortly after the semester begins. Students are encouraged to use WIMBA as a means of communicating with group members. Group PowerPoint assignments must be submitted by email by Wednesday, July 27.

Exam Schedule
All exams will be administered online through BlackBoard Vista/WebCt. Exams may be taken at anytime during the 24 hour posted dates.

Exam 1 May 16 – May 17 (8:00 A.M – 8:00 A.M.) The exam will cover the following material: Chapters 1-5 and other material as assigned.

Exam 2 June 13 – June 14 (8:00 A.M. – 8:00 A.M.) The exam will cover the following material: Chapters 6-10 and other material as assigned.

Exam 3 August 4 – August 5 (8:00 A.M. – 8:00 A.M.) The exam will cover the following material: Chapters 11-14 and other material as assigned.

Discussion Schedule
Discussion 1 May 23 – 27
Discussion 2 June 6 - 10
Discussion 3 June 20 -24
Discussion 4 July 5 - 10
Discussion 5 July 18 - 22
Discussion 6 Aug 1 - 5

You are required to participate in 4 of the 6 discussion sessions. All discussions will be offered through BlackBoard Vista/WebCt. You are expected to make a meaningful and thoughtful response to the discussion question. Dialogue with other students is encouraged. Discussion sessions will not be extended beyond the end date. If you miss a discussion session you should plan on participating in the next upcoming discussion. Please keep track of the discussions that you participate in.

Special Accommodations
In accordance with the American Disabilities Act (ADA), persons with disabilities requiring special accommodations to meet the expectations of the course are encouraged to bring this to the attention of the instructor as soon as possible. Written documentation of the disability should be submitted during the first week of the quarter along with the request for special accommodations. Contact the Center for Disabled Student Services (160 Union, 1-5020) to facilitate requests.

Academic Honesty
Unfortunately, academic dishonesty has become a serious problem on many campuses. The purpose for including the following statement is to prevent any
misunderstanding about what constitutes academic dishonesty and what consequences will result if it is detected. Academic honesty is expected. An act of academic dishonesty will result in a failing course grade of “E” and may result in a recommendation of additional disciplinary action. (The University of Utah Student Code provides for these sanctions and provides appeal rights.)

1. Cheating (as defined in Article XI of the Student Code) generally includes the giving or receiving of any unauthorized assistance on any academic work.
2. Plagiarism, as defined in Article XI of the Student Code, is “the appropriation of any other person’s work and the unacknowledged incorporation of that work in one’s own work offered for credit.”
3. Falsification. Any untrue statement, either oral or written concerning one’s own academic work or the academic work of another student, or the unauthorized alteration of any academic record.
4. Original work. Unless specifically authorized by the instructor, all academic work undertaken in this course must be original. Work that has been submitted in a prior or existing course may not be submitted in a course being taken concurrently.