Tell me and I forget; teach me and I remember; involve me and I learn—Benjamin Franklin

JUVENILE DELINQUENCY

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COURSE CONTENT
Juvenile aberrant behavior and crime, its context, and especially its influences are of particular interest to many professionals. For Sociology 3562 a foundation will first be provided concerning the nature and extent of juvenile crime, predominantly in America. Next, types of crime and the theories that explain their existence will be explored. The etiology or influences of crime are at the heart of this course, with the theories acting as pillars in the course structure. Lastly, the basic aspects of our criminal justice system will be offered, including police, courts, corrections, and patterns of incarceration. The intent of this format is to present a balanced perspective on the field of juvenile delinquency for students new to the discipline or other interested professionals. Attention will also be directed to assure inclusion of issues concerning race, gender, and class, which may often be overlooked.

COURSE GOAL
Each student, upon completion of this course, should be able to recognize, define, and understand core issues in juvenile delinquency. Additionally, students will gain a working knowledge of the key elements of the content identified as critical to this field of learning.

COURSE REQUIREMENTS
Most upper-level courses in the social sciences require students to demonstrate mastery of material through successful completion of reading, written assignments, and participation. For SOC 3562, a Book Report will contribute 30% to the course grade. An In-person Interview/Research Paper will add another 50%. The remaining 20% of the grade will reflect class participation. The purpose of this type of system is to assure maximum results through an ongoing effort by students to stay abreast of course materials. Success will be greatly impacted by familiarity with information before each class period, with students coming prepared to participate in class discussions (more about all of the written assignments and participation expectations are in the syllabus).

REQUIRED TEXT
ISBN: 9780495503644 (Be sure to check used book outlets for less expensive texts!)

SPECIAL ACCOMMODATIONS
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services. Please discuss any concerns with the professor as soon as possible.

PARTICIPATION & ATTENDANCE
Active participation is expected in SOC 3265, since 20% of the grade is derived from this area. The course will be conducted in a Socratic format with emphasis on student contributions to encourage analysis, critical thinking, preparation, and long-term learning. Students should be prepared to discuss the subject scheduled each day on the calendar. Cards will be marked for responses, based on the quality of comments offered: + (plus), √ (check), √- (check minus), - (minus), or 0 (zero)—roughly representing the grades of A, B, C, D, and E. Excused absences such as illness or work may receive up to ½ points, while those not excused will be marked as zero, without possibility of make-up (unless specific arrangements are agreed upon with the professor in advance).
BOOK REPORT

For SOC 3562, a book report on any non-fiction book of the student’s choice (at least 250 pages in length) concerning an American juvenile delinquency subject will contribute 30% of the course grade. The book report is a serious and important part of the overall class effort, meant to evidence to the instructor the student’s working knowledge of topics presented. The most important aspect of the report is how the book reflects major ideas of the course. A sample paper will be distributed. The book report will include:

Content
a. introductory paragraph with overview of entire paper;
b. an analysis of the volume based on information learned in class and Siegel text;
c. conclusion.

Technical
1. 2500 words minimum—points will be deducted for short papers (place final word count at end of paper);
2. 10 point academic font with double spaced lines;
3. grammar, spelling, punctuation, style acceptable in 3000 level courses (any style guide OK);
4. logic and writing befitting a 3000 level college course;
5. no binders or folders—staple in upper left corner with appropriate cover sheet.

IN-PERSON INTERVIEW/RESEARCH PAPER

The written communication of ideas based upon research is the backbone of the academic environment, and students will exercise this skill in SOC 3562, contributing 50% to the course grade. Students will pick a subject of interest to them that complements one of the key ideas in the text. Additionally, the student will interview, in-person, a professional in the community who works with juvenile offenders on a regular basis. The research paper will be a combination of the interview results and student findings on the topic, meeting the following criteria:

Content
1. topic will reflect any timely matter in juvenile delinquency/justice and discussed with interview subject;
2. as much internet information/sources as possible will be used to maximize timeliness;
3. minimum 75% of sources will be from primary publications (academic journals or government data);
4. introduction/body/conclusion as typical of factual papers;
5. proper citations for works referenced according to ASA/APA style guide (similar to text).

Technical
1. 3500 words minimum—points will be deducted for short papers (place final word count at end of paper);
2. 10 point academic font with double spaced lines;
3. grammar, spelling, punctuation, style acceptable in 3000 level courses (any style guide OK);
4. logic and writing befitting a 3000 level college course;
5. no binders or folders—staple in upper left corner with appropriate cover sheet.

Oral Presentation
Students will present a brief (8 to 10 minutes) oral presentation of their interview/research during the last few days of the term, which will contribute to participation points.

GRADING CRITERION

A An excellent work in all or nearly all aspects of the assignment. The student exemplifies originality of ideas, superior depth of thought, and extensive grasp of topics as well as technical superiority.
B A competent work with a lapse here or there. Ideas are clear and properly expressed; the writing is technically solid. The assignment is effective in meeting all criteria but does not rise to distinction.
C An adequate work, but not good. Student ideas tend to be oversimplified, reductionistic, and lack sufficient explanation or exploration. Problems may also exist with grammar, logic, or ability to express thoughts in a manner reflective of a junior level class.
D A minimal effort by the student—the work is marred by problems with almost all aspects of the assignment. This is not considered a competent performance.
E A failing mark, generally reserved for assignments which are not submitted or miss the target on virtually every criteria of the project.
+/− Plus or minus may be given in addition to each of the grade levels when deemed appropriate.
25 Aug (Tu) Course introduction: presentation of syllabus
27 Aug (Th) Childhood & delinquency
    Siegel—Chpt 1
1 Sept (Tu) Childhood & delinquency
    Siegel—Chpt 1
3 Sept (Th) The nature and extent of delinquency
    Siegel—Chpt 2
8 Sept (Tu) The nature and extent of delinquency
    Siegel—Chpt 2
10 Sept (Th) Individual views of delinquency
    Siegel—Chpt 3
15 Sept (Tu) Social structure, process, culture, & delinquency
    Siegel—Chpt 4
17 Sept (Th) Social structure, process, culture, & delinquency
    Siegel—Chpt 4
22 Sept (Tu) Social reaction, conflict, & delinquency
    Siegel—Chpt 5
24 Sept (Th) Developmental theories of delinquency: life-course & latent trait
    Siegel—Chpt 6
29 Sept (Tu) Gender & delinquency
    Siegel—Chpt 7
1 Oct (Th) Gender & delinquency
    Siegel—Chpt 7
6 Oct (Tu) The family & delinquency
    Siegel—Chpt 8
8 Oct (Th) The family & delinquency
    Siegel—Chpt 8

12 Oct—16 Oct FALL BREAK—HOLIDAY—NO CLASSES!
20 Oct (Tu) Peers & delinquency: juvenile gangs & groups
    Siegel—Chpt 9
22 Oct (Th) Peers & delinquency: juvenile gangs & groups
    Siegel—Chpt 9
24 Oct (Tu) Schools & delinquency
    Siegel—Chpt 10
29 Nov (Th) Drug use & delinquency
    Siegel—Chpt 11
3 Nov (Tu)  Delinquency prevention: social & developmental perspectives
            Siegel—Chpt 12

5 Nov (Th)  Juvenile justice: then & now
            Siegel—Chpt 13

10 Nov (Tu) Police work with juveniles
            Siegel—Chpt 14

12 Nov (Th) Police work with juveniles
            Book Report Due!
            Siegel—Chpt 14

17 Nov (Tu) Juvenile court process: pretrial, trial, & sentencing
            Siegel—Chpt 15

19 Nov (Th) Juvenile court process: pretrial, trial, & sentencing
            Siegel—Chpt 15

24 Nov (Tu) Juvenile corrections: probation, community treatment, & institutionalization
            Siegel—Chpt 16

26 Nov (Th) HOLIDAY—THANKSGIVING DAY—NO CLASSES!

1 Dec (Tu)  Oral presentations

3 Dec (Th)  Oral presentations

8 Dec (Tu)  Oral presentations

10 Dec (Th) Oral presentations
            Research Paper Due!
            Those who wish their grade for the final paper and course mailed to them should submit a legal size, self-addressed, peel & stick, stamped envelope with their final paper.

That’s all folks—have a terrific holiday season!