

**San José State University**  
**Justice Studies Department**  
**JS152, Juvenile Delinquency Sect. 01, Fall 2019**

**Course and Contact Information**

<b>Instructor:</b>	Virginia Montelongo, M.S.
<b>Office Location:</b>	MacQuarrie Hall- Room # 508
<b>Telephone:</b>	(408) 924-2940
<b>Email:</b>	<a href="mailto:Virginia.Montelongo@sjsu.edu">Virginia.Montelongo@sjsu.edu</a>
<b>Office Hours:</b>	Tuesday: 10:15 a.m.- 11:15 a.m.
<b>Class Days/Time:</b>	Tues/ Thurs: 9:00 a.m.-10:15 a.m.
<b>Classroom:</b>	MacQuarrie Hall; Room # 523
<b>Prerequisites:</b>	Students must have passed the Writing Skills Test (WST), have upper division standing (56 units), and have completed their CORE GE classes. Successful completion in 100W is high recommended.
<b>GE/SJSU Studies Category:</b>	JS152 counts as a (C) in the Core Competency Area of (A-F) in the Justice Study Major.

**Justice Studies Department Reading and Writing Philosophy.**

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

## Course Description

Students will gain an understanding of history, theory, and functions of the Juvenile Justice System including the legal processes for delinquent minors, status offenders and dependent children, including intake, detention, adjudication and disposition. The course will also incorporate current and community legal issues and debate.

Students will gain an understanding of the history of both juvenile victims and juvenile perpetrators of crime. An understanding of the dynamics of children in the dependency and delinquency system. Students will gain an understanding of community based organizations (CBO'S) involved that serve the justice involved population, their families, and their internal/external support groups while gaining an understanding of the professional roles and duties of each involved entity. An analysis of society, community, education, parenting, and economics will be discussed. An introduction of contemporary methods utilized with justice involved minors: Brief Intervention Tools (BITS), motivational interviewing, decision making, problem solving gender-responsive, evidence based practices, and mind traps.

**Prerequisite:** Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

Note: Course must be passed with a "C" or better as an SJSU graduation requirements.

## Learning Outcomes and Course Goals

Upon successful completion of this course, students will be able to:

- SLO 1. Student will learn prevailing trends in offenses and psycho-social and demographic characteristics of juvenile offenders.
- SLO 2. Student should gain a new understanding of what juvenile delinquency involves, as well as the ways juvenile delinquency is created and responded to.
- SLO 3. Student will have an understanding of criminological theories that explain delinquent behaviors.
- SLO 4. Student will have learned the contemporary institutional approaches to delinquency, including police, courts, and corrections.
- SLO 5. Student will develop a critical understanding of prevailing approaches to juvenile delinquency
- SLO 6. Student will be able to formulate ways to address delinquency that promotes the common goal.
- SLO 7. Student should read, write, and contribute to discussions at a skilled and capable level.

## GE Learning Outcomes (GELO):

After successfully completing the course, students shall be able to:

- CLO 1. Demonstrate substantive knowledge about the Juvenile Justice System, the history, the current system and what services are out there for youth. Satisfaction of this learning objective will be measured through the evaluation of small group exercises yielding short-answer essay responses or in-class presentations, individual essays, and a cumulative final examination.
- CLO 2. Demonstrate substantive knowledge of, and be able to evaluate and apply a variety of theories to explain why juvenile crime and delinquency take place. Satisfaction of this objective will be measured through the evaluation of small group exercises yielding short-answer essay responses or in-class presentations, individual essays, and a cumulative final examination.

- CLO 3. Objectively analyze the various types of juvenile delinquent behavior through the blended study of theory and method. Satisfaction of this objective will be measured through the evaluation of small group exercises yielding short-answer essay responses or in-class presentations, individual essays, and a cumulative final examination.  
cultural, racial, and ethnic groups within the U.S. (Course Learning Objectives 2 and 4 )

## Required Texts/Readings

### Textbook

1. Bates, Kristin A., and Swan, Richelle S. **Juvenile Delinquency in a Diverse Society** 2nd Edition. ISBN: 978-1-5063-4749-3( Paper). Available at Spartan Bookstore, Amazon or various rental companies.
2. Su, Lac **I Love You Are For White People- A Memoir** ISBN#978-0-06-154366-1-1(paper) Available on Amazon, library or various online book companies.

### Other Readings

Additional articles and readings to enhance material covered in the chapter. These are subject to change with notice via instructor. Please note, the readings are TBA and will be assigned with due notice.

### Recommended Readings (not required).

1. American Psychological Association (APA) (2012) Publication Manual of the APA. 6<sup>th</sup> Edition
  - a. Any APA reference guide (published since 2005) is acceptable. These are available at any bookstore or at [www.apastyle.org](http://www.apastyle.org) Also, APA 6th Edition can be found on Purdue Online Writing Lab (Owl). The APA 6th Edition (General APA Format) will be followed in grading critical thinking assignments.

### Other equipment / material requirements

Students will need dependable access to a computer and the internet. Students will need to be familiar with software associated with Canvas TM™. Students need to be able to submit papers in standard work process format.

### Library Liaison

Silke Higgins, [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu), (408) 808-2118  
<http://libguides.sjsu.edu/justicestudies>

### Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Syllabus Policy S16-9 at <http://www.sjsu.edu/senate/docs/S16-9.pdf>

	Assignments/Activity	Due Date	Weight	Corresponding CLO
Papers	Equally weighted		35%	1, 2, 3
	Contemporary Issues Paper (20%)	9/26/19		1, 2, 3

	Direct Observation Activity. Paper - Agency/Topic Research ( 15%)	11/14/19		1, 2, 3
Exams	Equally weighted		35%	1 – 3
	(4)Quizzes (10%)	See Course Schedule		1, 2, 3
	Final (Cumulative) (25%)	12/16/19 -MONDAY 7:15 a.m./9:30 a.m.		1, 2, 3
Participation	In-class/Out -class Exercises  Community Based Organization (CBO) participation/event  TBA	See course Schedule	30%	1, 2, 3  1, 2, 3

### Submission of Assignments to Canvas™

Students are required to submit all documents to Canvas. It is your responsibility to submit documents to Canvas that are in common formats so that the documents can be opened and processed by Canvas. Failure to submit documents in an acceptable format may result in a zero for that assignment. Students will be sent a message if the document cannot be opened or processed. If this continues to be a problem, students may receive a zero without further notice for assignments submitted in formats that cannot be opened and processed.

Embedded in Canvas is **Turnitin.com**, which generates an originality report. Each originality report is reviewed to evaluate for plagiarism. Documents that cannot be processed through turnitin.com cannot be graded. Documents that cannot be fully processed may result in a zero for that assignment. It is the student's responsibility to become familiar with CANVAS. SJSU website provides student tutorials on CANVAS.

### Grading Information

The class assignments will have a point total that will be included in the instructions for the activity or assignment, including due dates and late policies. Some assignments, such as quizzes, will be given on dates scheduled with no option for makeups.

Students are evaluated based on Papers, Exams, and Participation. Point totals can be tracked in the grades tab in Canvas™. The letter grades described below will be assigned based on the percent of the total points. Papers are graded on a rubric, which can clarify for students how to approach their assignments (provided in class).

### **Papers (35%)**

Papers make up 35% of the student's grade. Two written assignments are required during the semester. Each assignment involves library research analysis of assigned topic, integration of information covered in the course culminating in a well-written six to eight (6-8) page paper.

All papers must be submitted to Canvas™ on or before the due date. Please note the due date. Late papers will be docked 4 points for the first day late and 1 point for each day after (including weekends and holidays). Each paper will be weighted equally.

Both papers require literature review (i.e. library research) and proper General APA format and citation. Students are expected to be able to write at an upper division level. Students are strongly encouraged to use the writing centers and resources on campus if they feel that their writing ability and/or understanding of APA style may impact their performance on these papers. Appointments should be made in advance to allow enough time to make recommended changes prior to the due dates. Please review Purdue OWL on the internet. This website provides information about APA 6th Edition formatting, citations and referencing.

Two writing assignments require students to demonstrate their understanding of the course content learning outcomes (CLO'S) 1-3. Other experiences that develop mastery of the outcomes include small group discussions, exercises analyzing case vignettes, documentary film reviews, and class discussions.

#### **ASSIGNMENT No. 1: Contemporary Issues (CI)**

Full assignment and grading rubric will be provided for both assignments in class .

Students will read the book (2009) **I Love You Are For White People** (246 pgs) ISBN:978-0-06-154566-1). Available at Amazon, local libraries, and/or Internet book companies.

#### **ASSIGNMENT No. 2: Direct Observation Activity (DOA)**

The second paper requires researching a special topic and acquainting yourself (in person) with an agency directly involved with justice involved youth. Assignment details to be given in class.

### **Examinations (35%)**

#### **Quizzes**

Four quizzes will be given in class and must be completed by the designated due date. Students are encouraged to take all quizzes as a way to stay current with course material throughout the course and receive feedback on comprehension of key concepts. Please plan and prepare to have a short **green Scantron Form No # 815-E** for each quiz. See the course schedule for quiz dates.

## Final Exam

A cumulative final exam will be given on the assigned final exam day. The exam will be cumulative and will cover content from assigned readings and lecture material. A re-cap review of material for the Final will take place in class prior to the Final. The cumulative score of the quizzes and the final will make up **35%** of the student's grade. More details can be found in University Policy S06-4 (<http://www.sjsu.edu/senate/docs/S06-4.pdf>). Students will need a large green Scantron #882-E.

## Participation (30%)

- 1. In-class exercises:** Graded exercises will be used to facilitate student dialogue, an important process for learning and the integration of complex social issues. Exercises to be held random according to textbook material. Please pay close attention to deadlines included in the syllabus. This is done to facilitate discussion among students. A class announcement will be made once class exercises are available. Students are responsible for all instructions.
- 2. Community Based Organization (CB) event with a local Law Enforcement Agency.**
- 3. TBA-various exercises**

## Grades are calculated based upon the scale below:

98.0 - 100% = A+	78.0 - 79.9% = C+
93.0 - 97.9% = A	73.0 - 77.9% = C
90.0 - 92.9% = A-	70.0 - 72.9% = C-
88.0 - 89.9% = B+	68.0 - 69.9% = D+
83.0 - 87.9% = B	63.0 - 67.9% = D
80.0 - 82.9% = B-	60.0 - 62.9% = D-
	00.0 - 59.9% = F

NOTE : University policy F-15-12 (at <http://www.sjsu.edu/senate/docs/F-15-12.pdf>) states that, "Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the students. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated."

Note that "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

## **Classroom Protocol.**

As a note of caution; the content of this course can raise sensitive issues. Given this, students should express and conduct themselves with the utmost respect and awareness of the potential impact on others based on statements made or views expressed. Conversely, students are encouraged to express their experiences, for the benefit of all, in a manner consistent with the same standards for awareness and respect. Perceived violations of this expectation will be first viewed as teachable opportunities communicated directly to the student or students concerned.

It is expected that students will keep up with the course and its deadlines by checking for updates, new material and due dates on a regular basis, and by completing lectures and activities each week.

Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy (Academic Senate Policy S07-2), require you to be honest in all your academic course work. Faculty members are required to report all alleged violations of the Academic Integrity Policy to Student Conduct and Ethical Development. Instances of academic dishonesty will not be tolerated. Cheating or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a [insert Academic Sanction you choose from section 4.0] and administrative sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

**Cell phones must be kept OFF OR ON SILENT upon entering and during class structure time. No cell phones are to be visible during class structure time. Computers will be allowed with a SJSU Accommodation certification and/or instructor's approval.**

## **University Policies**

Office of Graduate and Undergraduate Programs maintain university-wide policy information relevant to all courses, such as academic integrity, accomplishments, etc. You may find all syllabus related University Policies and resources information listed on GUP's Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

## JS 152/Juvenile Delinquency and Justice, Fall 2019, Course Schedule

The following is an agenda for the semester including topics, readings, assignments, activities and the final exam. This course schedule provides a general plan that is subject to change with fair notice.

**Course Schedule : Schedule subject to changed should instructor deem necessary.**

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22/19	<p><b>Course Overview</b>            Instructor introduction            Syllabus and Course Overview            Introduction to Juvenile Delinquency and Justice            Introduction to use of Canvas in JS 152            Quiz next class: On Syllabus</p> <p>Pass out 1st Assignment: (CI) Case Study with focus on upbringing in a different culture. <b>Book:</b> I Love You's Are For White People (Barnes and Noble and/or Amazon) Due 9/26/19 by 7:00 p.m. via CANVAS</p> <p>* View Ted Talk: Help for Kids the education system ignores by Victor Rios (11:53 mins) Students to view this for 8/27/19 class.</p>
2	8/27/19  8/29/19	<p>Assignment/Activity: group activity.  <b>Quiz (Q1):</b> On the Syllabus            Discuss: Ted Talk: Help for Kids the education system ignores by Victor Rios.</p> <p><b>Reading:</b>            Bates/Swan (2018) Textbook            Chapter 1:</p>
3	9/3/19  9/5/19	<p><b>Reading:</b> Bates/Swan (2018) Textbook            Chapter 2            Discussion: Juveniles, Diversity, and Communities</p> <p><b>Assignment/Activity:</b>            Class Activity: Communication Skills in Working with youth</p>
4	9/10/19  9/12/19	<p><b>Reading:</b> Bates/Swan (2018) Textbook            Chapter 3:</p> <p><b>Assignment/Activity</b></p>



<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
5	9/17/19  9/19/19	<b>Reading:</b> Bates/Swan (2018) Textbook Chapter 4:  <b>Guest Speaker:</b> Santa Clara County Juvenile Detention Facility
6	9/24/19  9/26/19	<b>Assignment/Activity:</b> Critical Thinking class discussion. Student to bring a current newspaper or magazine article on a cultural parental upbringing (different from yours). Describe the culture and provide your opinion if a parents beliefs can be a vehicle for their children's decisions or beliefs. Attach a copy of article to your assignment.  <b>Reading:</b> Bates/Swan (2018) chapter 5 <b>Quiz (Q2)</b> chapters 2-3 1st Assignment Due: (CI)
7	10/1/19  10/3/19	<b>Reading:</b> Bates/Swan (2018) Textbook Chapter 5: continue  Review case of Adam Lanza, pg 99. For today's class activity <b>Assignment/Activity:</b> (Group Activity)
8	10/8/19  10/10/19	<b>Reading:</b> Bates/Swan (2018) Textbook Chapter 6: Pass out 2nd Assignment (DOA): Due 11/14/19 in Class 9:am:  <b>NO CLASS-</b> Class participation in CBO event ( Law Enforcement) on 10-12-19 (4pm-11pm)
9	10/15/19  10/17/19	<b>Reading:</b> Bates/Swan (2018) Textbook Chapter 7 <b>Quiz (Q3)</b> chapters 5-6  Documentary and class discussion
10	10/22/19  10/24/19	<b>Reading:</b> Bates/Swan (2018) Textbook Chapter 8  Chapter 8: continue
11	10/29/19	<b>Reading:</b> Bates/Swan (2018) Textbook

Week	Date	Topics, Readings, Assignments, Deadlines
	10/31/19	Chapter 9 Class Activity/Participation
12	11/5/19  11/7/19	<b>Reading:</b> Bates/Swan (2018) Textbook Chapter 10 <b>Quiz (Q4)</b> chapters 7-8  <b>Guest Speaker:</b> City of San Jose Youth Program
13	11/12/19  11/14/19	<b>Reading:</b> Bates/Swan (2018) Textbook Chapter 11: Class activity on youth who lose a loved one.  <b>Assignment/Activity:</b> 2nd Assignment due in Class by 9:00 a.m. Group Assessments on Family members with youth with addiction(s).
14	11/19/19  11/21/19	<b><u>PART 3: On the Home Front: Crisis in the Human Services Workplace</u></b> <b>Reading:</b> Bates/Swan (2018) Textbook Chapter 12: Class Discussion on 2nd Assignment  <b>Assignment/Activity:</b> Short Documentary Exercises on assessing the driving vehicle for juveniles decision making.
15	11/26/19  11/28/19	<b>Reading:</b> Bates/Swan (2018) Textbook Chapter 14:  <b>Restorative Justice as a Social Movement</b> The Facilitators Role Suicides, Bullying, and Gang-initiated violence <b>Assignment/Activity:</b> Critical Thinking Class Discussion/activity:
16	12/3/19  12/5/19  12/16/19 MONDAY	Justice Involved/Parent Involved/Community Involved Discussion  Recap on material for FINAL  FINAL-(Chapters 9-12, 14) 7:15 a.m. to 9:30 a.m.

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>

--	--	--