

San José State University 3-0.0004 36 746 Course and Cont

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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 cover current legal issues and debate.

Students will gain an understanding of the history of both juvenile victims of crime and juvenile perpetrators of crime. Analysis of the overlap between children in the dependency and delinquency system. An analysis of theories of delinquency will be covered to further understand juvenile law violation and current legal issues. Through institution tours, interviews and/or court observation students will gain a greater understanding of the strengths and weaknesses of the system. Students will also gain an understanding of all system partners involved that serve the juvenile population while gaining an understanding of the professional duties of each position.

Prerequisites: Upper Division Standing; JS 10, 11, 12, or 25; 100w

Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

For core courses (JS 101, 102, 114, 151, and 189 or FS 169): Justice Studies majors have only two opportunities to pass this course with a C or better. Any student with a final grade that is C- or lower on the first attempt will be placed on administrative probation with a registration hold. Any repeating student with a final grade that is C- or lower will be disqualified from the Justice Studies degree program.

Course Goals

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

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

Class Learning Objectives

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

Assignments and Grading Policy

Summary of Assignments

Assignment	Due Date	Percentage of Final Grade
Essay #1 (2-3 page)	Jan 13 th	50 pts (10% of final grade)
Essay #2 (5-8 page)	Jan 17 th	100 pts (20% of final grade)
Film Review #1(4-5 pages)	Jan 7 th	50 pts (10% of final grade)
Film Review #2 (4-5 pages)	Jan 15 th	50 pts (10% of final grade)
Discussion Boards	See Schedule	50 pts (5 discussions; 10%)
Midterm	Jan 10 th	100 pts (20% of final grade)
Final Exam	Jan 17 th	100 pts (20% of final grade)
		500 pts total

More details can be found from [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.

Assignments/Exam

General formatting requirements for written assignments include a cover page, page numbering, 1” margins, double-spacing, and Times New Roman font. All assignments must be written in formal English, with college-level writing mechanics and APA-style formatting, inclusive of in-text citations and references. All assignments must be submitted on canvas by deadlines. If assignments are submitted via e-mail, attach them as PDF files (not as Word documents).

Discussion Boards on Canvas

Students will be required to post original comments and/or replies to other students' comments in response to topics posted by the instructor. Cho

“This course must be passed with a C or better as a CSU graduation requirement.”

“Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (CAO not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co--Registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.” See [University Policy S14-5](http://www.sjsu.edu/senate/docs/S14-5.pdf) at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.

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.

Grading Information

Content Grading Rubric

High Score: *Excellent presentation with insightful, well-reasoned analysis and discussion that demonstrates a clear understanding of the reading(s), the issue(s) and the purpose of the assignment.*

Above Average Score: *Good presentation, with somewhat less consistency but clearly demonstrates an understanding of the assignment, the issue(s) and the reading(s).*

Average Score: *Adequate demonstration of basic understanding of the assignment, issue(s), and reading(s), but needs improvement. Ideas may be underdeveloped or writing may have serious grammar or APA-related issues.*

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2. Students are responsible for all missed notes, materials and announcements due to absence (i.e., do not e-mail the instructor asking about what you missed). You are encouraged to exchange contact information with someone in class just in case.
3. Students are responsible to bring all course materials relevant to the course.
4. Be prepared to participate in discussions and take careful notes. Note: participation does not include simply occupying a seat, nodding, shaking one's head, or simply repeating what someone else has already contributed. Substantive contributions that foster an atmosphere of open discussion conducive to learning constitutes participation.
5. Students may not record lectures without permission from the instructor.
- 6.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- x “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class.
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Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still c

All CASA students and students who would like to be in CASA are invited to stop by the Center for general

JS152-80/ Juvenile Delinquency and Justice, Winter2020, Course Schedule

The following course schedule is subject to change; advance notice of any changes will be provided via email as early as possible.

Course Schedule

Day	Date	Topics, Readings, Assignments, Deadlines
1	1/2	Course introduction. Review of syllabus, discussion of assignments and expectations of class, introduction lecture Readings: get your books and begin reading! Topic: Thinking about Juvenile Delinquency in a Diverse Society Reading: Ch 1 Film: Juvenile Court Assignment: Discussion Board #1 (opens 12:01am 1/2 and closes 11:59pm 1/5)
2	1/3	Topic: The Creation of Delinquency (history and landmark cases) Reading: Ch 2 and begin reading Hubner text intro and Ch. 1
3	1/6	Topic: Understanding Delinquency: Data, Correlates, and Trends Reading: Ch 3 and Hubner Ch. 2, 3, & 4 Assignment: Discussion Board #2 (opens 12:01am 1/4 and closes 11:59pm 1/7)

Day	Date	Topics, Readings, Assignments, Deadlines
12	1/17	Topic: Preventative, Reha