

COURSE SYLLABUS
CEDAR CREST COLLEGE
100 COLLEGE DRIVE
ALLENTOWN, PENNSYLVANIA 18104

COURSE TITLE: Juvenile Justice

COURSE NUMBER: CRJ 301-70

CREDITS: 3

INSTRUCTOR: Paul J. Werrell, M Ed.
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Office Hours: Tuesdays before class by appointment

DATE: August 26, 2008 – December 9, 2008 (no class October 14, 2008)

COURSE SCHEDULE: Tuesday evenings – 6:30 PM – 9:00 PM

COURSE DESCRIPTION:

Mass media coverage of some of America's most violent episodes, perpetrated by the youth of our society, has renewed debate over the adequacy of the juvenile justice system. This course will examine the juvenile justice system focusing on; the major differences between the juvenile and adult systems; the rehabilitative nature of juvenile justice; the balance of treatment versus punishment; the legal framework for the juvenile justice system; the evaluation of juvenile misbehavior; and the effectiveness of court intervention. Students will be exposed to concepts and issues most often debated by juvenile justice advocates and critics and analyze the appropriateness of both sides of the debate.

COURSE OBJECTIVES:

Through the course, the student will be assisted in developing and using critical thinking skills to;

1. Develop an understanding of the differences between the criminal and juvenile justice systems.

2. Describe the philosophical approach that has led the juvenile justice system to become a system based on rehabilitative ideals.

3. Describe the advantages and disadvantages offered by a juvenile system based on treatment versus one based on punishment.

4. Identify current crime patterns and discuss the difficulties associated with the measurement of juvenile crime.

5. Evaluate the effectiveness of court intervention programs.

6. Identify the stages of the juvenile justice system.

COURSE OUTCOMES AND ASSESSMENTS:

A. Students will be able to identify and discuss the major differences between the criminal and juvenile justice systems, and will be able to distinguish the unique language inherent in both systems.

Assessment: Students will read selected readings from The Juvenile Justice System: Law and Process; students will participate in classroom discussions; students will excel in a written examination; and students will submit written responses to discussion questions assigned according to subject content.

B. Students will be able to identify and describe the different philosophical and theoretical approaches that have resulted in the development of the juvenile justice system into one based on rehabilitation.

Assessment: Students will read selected readings from The Juvenile Justice System: Law and Process; students will participate in classroom discussions; students will excel in a written examination; and students will submit written responses to discussion questions assigned according to subject content.

C. Students will be able to present the major advantages and disadvantages of a juvenile justice system based on rehabilitative ideals versus one based on punishment.

Assessment: Students will read selected readings from The Juvenile Justice System: Law and Process; students will participate in classroom discussions; students will excel in a written examination; students will submit written responses to discussion questions assigned according to subject content and students will participate in guest lectures and visits to juvenile facilities.

D. Students will be able to identify current crime trends and discuss the advantages and shortcomings of our current methods of statistical crime estimation.

Assessment: Students will read selected readings from The Juvenile Justice System: Law and Process; students will participate in classroom discussions; students will excel in a written examination; and students will submit written responses to discussion questions assigned according to subject content.

E. Students will be able to evaluate whether current court interventions have proven effective in combating youth violence in America.

Assessment: Students will read selected readings from The Juvenile Justice System: Law and Process; students will participate in classroom discussions; students will excel in a written examination; and students will submit written responses to discussion questions assigned according to subject content.

F. Students will be able to identify the stages of the juvenile adjudication and disposition processes as well as the types of community and institutional alternatives for youth and distinguish them from those processes and alternatives in the adult system.

Assessment: Students will read selected readings from The Juvenile Justice System: Law and Process; students will participate in classroom discussions; students will excel in a written examination; students will submit written responses to discussion questions assigned according to subject content and students will participate in guest lectures and visits to juvenile facilities.

TEXTS AND READINGS:

Main Text:

Sanborn, Joseph B. Jr., and Salerno, Anthony W. The Juvenile Justice System: Law and Process. Los Angeles, CA: Roxbury Publishing Company, 2005.

Suggested Readings:

Bernard, Thomas J. Serious Delinquency: An Anthology. Los Angeles, CA: Roxbury Publishing Company, 2006.

Del Carmen, Rolando V., and Trulson, Chad R. Juvenile Justice: The System, Process and Law. Belmont, CA: Thomas Wadsworth, 2006.

Zehr, Howard. The Little Book of Restorative Justice. Intercourse, PA: Good Books, 2002.

STUDENT ASSIGNMENTS:

This is a writing intensive course designed to examine critical issues in today's juvenile justice system. By participating in a course of this nature, students will develop critical thinking and problem solving skills.

Most weeks students will be assigned a choice of a number of discussion questions which must be answered in writing and turned in at the end of the lecture dealing with that subject matter. There is no required length to the responses, however, the student is expected to provide thought and critical analyses when answering the questions. Responses will be judged on; 1/ the student's level of understanding, 2/ depth of analysis and 3/ critical reasoning.

There will be ten (10) such assignments which will each account for 3% of the student's grade, or 30% of the final grade.

In addition to the written discussion questions, the student will be required to participate in guest lectures by juvenile justice professionals and field visits to juvenile facilities. Attendance at these lectures and field visits is required as it represents 10% of the student's overall grade. Anyone who will not be present for the lectures or visits must receive permission from the instructor. No one is permitted to miss all lectures or visits.

There will be three written quizzes on materials covered in class, in the guest lectures and at the field visits. These quizzes will represent 30% of the student's final grade.

There will be a final exam which will represent 30% of the final grade. The subject of the final exam will be announced prior to the date of the exam.

CLASSROOM PROTOCOL:

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behavior that might disrupt instruction and/or compromise students' access to their Cedar Crest education. Students are expected to have prompt and regular classroom attendance in accordance with the policy stated in the syllabus.

Students need to understand that open discussion is encouraged and expected in order to foster an advanced learning environment. However, all students should use caution when sharing personal information. There is a point to which personal experiences are detrimental to the learning environment.

Collegiate learning requires both individual and group interaction. Therefore, the behavior and participation of each person in class in some way or another affects the learning outcomes of others. Listed below are some course rules that will make the classroom experience a better one for everyone involved.

- Class begins promptly at 6:30 PM unless otherwise noted by the instructor. Participation points will be deducted for students who arrive late, leave early, and/or fail to return from break or sleep in class.
- Cell phones. Please turn your cell phones off or on vibrate out of respect for all in class. If you need to receive an occasional important call, please inform the instructor ahead of time.
- Food/drink. Drinks and/or snacks are permitted as long as they are not distracting and you clean up when class ends.
- Breaks. We will have two brief breaks around 7:30 and 8:15 or at the discretion of the instructor and class.

- Distractions. Please avoid conversations with people sitting adjacent to you that are not related to the class discussion
- Class dismissal. You are scheduled here until the class officially ends (9:00 PM) so please plan your schedule accordingly.
- Tardiness. If you know you will be either late for class or you will need to leave early, please notify me in advance, preferably by email.
- Inattention. Inattentiveness, including sleeping or the appearance of sleeping, will result in no credit for class participation.
- Deadlines. Turn in all assignments by the deadline. I will not accept late assignments. If you cannot make it to class, you must submit your assignment via email before the start of class to receive credit.
- Grades. The rules of this syllabus, content of the quizzes, content of the lectures and calculation of the grade you earned are not negotiable. While I will always work with students on an individual basis, I cannot negotiate individual terms with each student.
- Expect the unexpected. Be prepared. You never know when your computer is going to crash, your car will break down, you will have to work late, weather conditions are horrible, or you or a loved one will come down with an illness or injury causing you to miss class. I suggest you complete your assignments and readings ahead of time so that when something unexpected arises, you will be prepared.
- Participation. There is no such thing as a silly or stupid question. Your questions are always welcome and I strongly encourage you to challenge me on issues in a constructive manner. Chances are your question is one someone else has. It is very important that you participate in class. You will learn more, make class even more interesting, stir up intellectual, thought provoking conversations, and help others learn as well.
- Classroom courtesy. Please raise your hand if you have a question or comment
- Political correctness. Sometimes it is difficult to remain within the scope of political correctness when addressing sensitive and sometimes controversial topics and issues, but we must be cognizant and respectful of the opinions and values of others. Remain open minded.
- Absences. If an emergency arises that requires you to miss class, please be sure to get notes, assignments and other pertinent information from a trusted classmate, not the instructor.
- Cheating. As a college student, you must set high ethical and moral standards with honesty and integrity for yourself. Discipline associated with cheating may result in failure of the course or at minimum, no credit for the assignment and/or exam. This also applies to the student permitting another to cheat from them.
- Plagiarism. This is the presentation of someone else's ideas or words as your own. Whether accidental or deliberate, it is a serious and often punishable offence in any college setting. Please, whenever using an outside source as a reference, you must cite the source and make clear the extent of the source use.
- Extra credit. There will be no extra credit assignments.
- Email. Please use your Cedar Crest email address when contacting me. If you need to contact me immediately, please do not hesitate to call me at my work or at my home.

HONOR PHILOSOPHY:

The Cedar Crest Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

GRADING:

Class participation/guest lectures/field visits:	10%
Quizzes (3 @ 10% each):	30%
Discussion questions (10 @ 3% each):	30%
Final Exam:	30%

COURSE OUTLINE:

- Week 1; August 26: Welcome to CRJ 301
Chapter 1 “Putting Juvenile Justice into Context”

Description:

Introductions

Overview of syllabus, class policies, grading and assignments.

Lecture/discussion: Models and philosophies of juvenile justice. Distinctions between juvenile justice and criminal justice Purposes of juvenile justice.

Readings/assignments: Chapters 1, 2, and 3.

- Week 2: September 2: Chapter 2 “Historical Development of Juvenile Justice”
Chapter 3 “ United States Supreme Court Intervention: The Legal Framework of Juvenile Justice”

Lecture/discussion: Factors leading to the development of juvenile justice. Traditional, due process, punitive and restorative eras. Important legal decisions in juvenile justice.

Readings/assignments: Chapter 4 and assigned discussion questions

- Week 3: September 9: Chapter 4 “Juvenile Court Jurisdiction”

Lecture/discussion: Factors influencing jurisdiction. Status offenses. Exclusions.

Readings/assignments: Chapters 5 and 6 and assigned discussion questions

- Week 4: September 16: Chapter 5 “Measuring Juvenile Crime”
Chapter 6 “Patterns of Juvenile Crime”

Lecture/discussion: Measuring juvenile crime. Evaluating measures of juvenile crime. Delinquency in schools. Gangs. Drugs. Gender. Serious juvenile crime.

Readings/assignments: Chapter 7 and assigned discussion questions. Prepare for Quiz #1

- Week 5: September 23: QUIZ #1, Chaps 1-6. Chapter 7 “Policing Juveniles”

Lecture/discussion: Role of police with juveniles. Police discretion. Arrest procedures. Search and Seizure.

Readings/assignments: Chapters 8 and 9 and assigned discussion questions

- Week 6: September 30: Chapter 8 “The Juvenile Court Personnel”
Chapter 9 “The Intake Process”

Lecture/discussion: Juvenile court professionals. Parents and victims. Purpose of intake. Intake processes. Intake decisions.

Readings/assignments: Chapter 10, assigned discussion questions and prepare questions for guest lecturers.

- Week 7: October 7: Guest Speaker(s)
Chapter 10 “The Juvenile Court: The Preliminary Stages”

Lecture/discussion: What is detention? Detention processes and programs.

Readings/assignments: Prepare questions for detention visit and assigned discussion questions

- Week 8: October 21: Visit to Lehigh County Detention Facility

Lecture/discussion: Discuss visit

Readings/assignments: Chapters 11 and 12 and assigned discussion questions.

- Week 9: October 28: Chapter 11 “The Pretrial Stage”
Chapter 12 “Transfer to Adult Court”

Lecture/discussion: Plea bargaining. Informal resolutions. Transferring to and from adult court.

Readings/assignments: Chapters 13 and 14, assigned discussion questions. Prepare for quiz #2.

- Week 10: November 4: QUIZ #2 Chapters 7-12
Chapter 13 “The Adjudicatory Hearing”
Chapter 14 “The Disposition Hearing”

Lecture/discussion: Public and private hearings. Juvenile rights in court. Predispositional reports.

Readings/assignments: Chapter 15 and assigned discussion questions

- Week 11: November 11: Chapter 15 “Predisposition Hearings and Matters in Juvenile Court”

Lecture/discussion: Appeals. Review hearings. Violations of probation. Confidentiality of records.

Readings/assignments: Chapters 16 and 17 and assigned discussion questions.

- Week 12: November 18: Chapter 16 “Prevention and Treatment in the Community”
Chapter 17 “Juvenile Institutions”

Lecture/discussions: Probation. Diversion. Specialty courts. Restorative justice. Types Of facilities and treatments.

Readings/assignments: Prepare for QUIZ #3 and assigned discussion questions.

- Week 13: November 25: QUIZ Chapters 13-17

Lecture/discussions: none

Readings/assignments: Prepare questions for institution visit.

- Week 14: December 2: Institution visit

Lecture/discussions: Discuss visit.

Readings/assignments: Prepare for final exam.

- Week 15: December 9: FINAL EXAM

This syllabus is your map for navigating through the course. It is considered a binding contract between the student and professor and assumes that the student has read and fully understands the syllabus and course requirements. Based on conditions within or beyond the control of the professor, the professor reserves the right to revise the syllabus as required with little or no prior notification.

Student

Date

Paul J. Werrell
Juvenile Justice Instructor