

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.
Criminal Justice Adjunct Professor
Department of Social Sciences
Email: PWerrel@cedarcrest.edu
Phone: 484-619-5840 (C)
610-965-0130 (H)
Office Hours: Tuesdays before class by appointment

DATE: August 25, 2009 – December 8, 2009 (no class October 13, 2009)

COURSE SCHEDULE: Tuesday evenings – 7:00 PM – 9:30 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 Juvenile Justice – The System, Process and Law; 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 Juvenile Justice – The System, Process and Law; 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 Juvenile Justice – The System, Process and Law; 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 Juvenile Justice – The System, Process and Law; 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 Juvenile Justice – The System, Process and Law; 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 Juvenile Justice – The System, Process and Law; 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:

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

Suggested Readings:

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

The Juvenile Act 42 Pa. C.S. Sec. 6301 et. seq. with Appendix

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 thirteen (13) such assignments which will together account for 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 four written examinations on materials covered in class, in the guest lectures and at the field visits. These examinations will represent 60% of the student's final grade.

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 7:00 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 8:00 and 8:45 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 (9:30 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 on my cell phone 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 lecturers/field visits:	10%
Examinations (4 @ 15% each):	60%
Discussion questions (13 @ 2.3% each):	30%

COURSE OUTLINE:

- Week 1; August 25: Introductions; expectations and plans for the semester, syllabus. Chapter 1 “An Overview of Juvenile Justice”

Lecture/discussion: History and Eras; Similarities and Differences between the Juvenile Justice and Criminal Justice Systems; Definitions and Scope of the JJS; The JJS Process

Readings/assignments for Sept. 1: Chapters 1 and 2, Controversial Issue #1, pg. 15; For discussion – Question 4, pg. 27

- Week 2: September 1: Chapter 2 “Theories of Juvenile Delinquency”

Lecture/discussion: CI #1; Question #4; Theories, Classical, Biological, Psychological, Sociological, Developmental

Readings/assignments for Sept. 8: Chapter 3; CI #2 pg. 90; For discussion – Preferred Theories

- Week 3: September 8: Chapter 3 “Juveniles and the Police”

Lecture/discussion: CI #2, Preferred Theories; Taking Juveniles Into Custody; Police Discretion with Juveniles; Legal Rights of Juveniles; Case Study, *New Jersey vs. T. L. O.*; Custody and Interrogation; Confidentiality, **Review for Exam #1 Chapters 1, 2 and 3**

Readings/assignments for Sept. 15: Chapter 4; For discussion – You are a Police Officer, pg. 88

- Week 4: September 15: **EXAM #1 Chapters 1, 2 and 3**; Chapter 4 “Intake and Diversion”

Lecture/discussion: You are a Police Officer; The Intake Process; Legal Rights of Juveniles at Intake; The Diversion Process; Legal Rights of Juveniles at Diversion; Extralegal Issues in Diversion

Readings/assignments for Sept. 22: Chapter 5; CI #3 pg. 125; For discussion – You are an Intake Officer, pg. 121 and Case Brief: *In re Wayne H.* pg. 123

- Week 5: September 22: Chapter 5 “Status Offenders Dependent and Neglected Youths, and Juvenile Victimizations”

Lecture/discussion: CI #3; You are an Intake Officer; Case Brief: *In re Wayne H.*; Historical Methods of Dealing with Nondelinquents; The Juvenile Justice and Delinquency Prevention Act; The JJS and Status Offenders; Status Offense Case Processing in the JJS; Juvenile Court Processing for Dependency and Neglect; Juvenile Victimizations

Readings/assignments for Sept. 29: Chapter 6; CI #4 and 5 pgs. 153 and 160; For discussion – You are a Child Protective Services Specialist, pg. 164

- Week 6: September 29: Chapter 6 “Detention and Transfer to Adult Court”

Lecture/discussion: CI #4 and 5; You are a Child Protective Services Specialist; Preadjudication Detention of Juveniles; Detention Procedures and the Rights of Detained Juveniles; Juvenile Transfer to Adult Court; Types of Juvenile Transfers and Procedures; Choosing the Transfer Method; The Impact of Juvenile Transfer

Readings/assignments for Oct. 6: Chapter 7; For discussion – You are a Detention Intake Officer, pg. 183; Case Brief: *Kent v. United States* pgs. 192-193

- Week 7: October 6: Chapter 7 “The National Court System and the Juvenile Courts”

Lecture/discussion: You are a Detention Intake Worker; Case Brief; *Kent v. United States*; The Court System and its Process; The Origin and Formation of the First Juvenile Court; The Juvenile Court Structure; Is a Separate Juvenile Court Needed? **Review for Exam #2 Chapters 4, 5 and 6**

Readings/assignments for Oct. 20: Chapter 8; CI #6 and 7 pgs. 231 and 236; For discussion – You are a Juvenile Court Legislator, pg. 238

- Week 8: October 20: **EXAM #2 Chapters 4, 5 and 6**; Chapter 8 “Adjudication of Juveniles”

Lecture/discussion: CI #6 and 7; You are a Juvenile Court Legislator; The Past and the Present; Juvenile Adjudication Compared to Adult Criminal Trial; Procedures During Adjudication; The Rights of Juveniles During Trial; Constitutional Rights During Trial Not Given to Juveniles; The Exclusionary Rule and Juvenile Adjudication

Readings/assignments for Oct. 27: Chapter 9; CI #8 and 9 pgs. 263 and 295; For discussion – You are a State Legislator pg. 265 Case Brief: *In re Winship* pgs. 260-261

- Week 9: October 27: Chapter 9 “Disposition and Appeal”

Lecture/discussion: CI #8 and 9; You are a State Legislator; Case Brief: *In re Winship*; Disposition; Kinds of Disposition; Blended Sentencing; Legal and Constitutional Issues in Disposition; Juveniles and the Right to Appeal; Toward a More Progressive Approach to Juvenile Disposition

Readings/assignments for Nov. 3: Chapter 10; CI #10 pg. 324; For discussion – You are a Juvenile Court Judge pg. 273; Case Brief: *Haley v. Ohio* pgs. 290-291

- Week 10: November 4: Chapter 10 “Juvenile Probation and Parole”

Lecture/discussion: CI #10; You are a Juvenile Court Judge; Case Brief: *Haley v. Ohio*; Probation and Parole; The Origin and History of Juvenile Probation; The Organization and Administration of Probation and Parole; Conditions of Probation and Parole; Supervision; Other Community Based Programs; Legal Issues in Probation and Parole Practices; Revocation of Probation; **Review for Exam #3 Chapters 7, 8 and 9**

Readings/assignments for Nov. 10: Chapter 11; CI #11 and 12 pages. 350 and 361; For discussion – You are a Juvenile Probation Officer pg. 312; Case Brief: *Gagnon v. Scarpelli* pg. 329

- Week 11: November 10: **EXAM #3 Chapters 7, 8 and 9**; Chapter 11 “Juvenile Correctional Institutions”

Lecture/discussion: CI #11 and 12; You are a Juvenile Probation Officer; Case Brief: *Gagnon v. Scarpelli*; The Development and Evolution of Juvenile Institutions; Types of Juvenile Placement; Conditions of Confinement and the Rights of Institutionalized Juveniles

Readings/assignments for Nov. 24: Chapter 13; CI #13 pg. 434; For discussion – You are a Juvenile Correctional Officer pg. 343; Case Brief: *Morales v. Turman* pgs. 370-372

- Week 12: November 17: Trip to Juvenile Institution
- Week 13: November 24: Chapter 13 “Schools, School Crime and the Rights of Students”

Lecture/discussions: Discussion institutional visit; CI #13 You are a Juvenile Correctional Officer; Case Brief: *Morales v. Turman*; Juveniles, the Law and Schools; The Extent of School Crime; Making Schools Safe

Readings/assignments for Dec. 1: Chapter 14 For discussion – You are a School Disciplinary Officer pg. 426; Case Brief: *Pottawatomie County v. Earls* pg. 414-415

- Week 14: December 1: Chapter 14 “Juvenile Justice: Past, Present and Future”

Lecture/discussions: You are a School Disciplinary Officer; Case Brief: *Pottawatomie County v. Earls*; Reliving the Past; A Look at the Present; A Glimpse of the Future; As a Policy Maker What Ideas do You Have? **Review for Exam #4 Chapters 10, 11, 13 and 14**

Readings/assignments: Prepare for Exam #4

- Week 15: December 8: **EXAM #4 Chapters 10, 11, 13 and 14**

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