Course Description:
Juvenile delinquency includes many types of illegal behaviors and status offenses committed by adolescents. Since a majority of violent crimes are committed between late teens and mid-twenties, criminologists have been interested for a long time in explaining criminal/delinquent behaviors among juveniles and young adults. Many empirical studies also found various risk/protective factors for juvenile delinquency in several contexts of family, school, and peers. This course thus examines those theories and social contexts to understand juvenile delinquency. This course also examines the structure of juvenile justice system. Specifically, questions such as how the juvenile justice system is different from adult criminal justice system or why we need a separate juvenile justice system will be discussed in this course as well.

Learning Objectives:
At the end of this course, students will be able to explain:
1. Definitions/concepts of juvenile delinquency, and how those definitions/concepts have been changing over time.
2. Current trends in juvenile delinquency across sociodemographic characteristics such as gender, race/ethnicity, and class.
3. Key theoretical terms and concepts of micro-level, macro-level, and critical theories of juvenile delinquency.
4. Family, school, and peer contexts in which juvenile delinquency is more likely to occur.
5. Structure of juvenile justice system, and philosophical/empirical grounds for why a separate juvenile justice system is needed.

Required Textbook:

Note: Do not purchase/rent the first edition of this book. Make sure that you correctly order the second edition.
Students can order a print and/or an electronic copy of the textbook through the following link: https://us.sagepub.com/en-us/nam/juvenile-delinquency-in-a-diverse-society/book249350#resources

Students can also access student resources (e.g., e-flashcards, quizzes, videos and audios, etc.) provided by the publisher through the following link: https://edge.sagepub.com/bates2e/student-resources

**Grading Policies:**
Your final grade will be based on the sum of the scores of your four (4) exams (300 points; 75 points each), three (3) discussion boards (120 points; 40 points each), and one (1) writing assignment (80 points). **Note that your final grades are NOT negotiable.**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams</td>
<td>300 points</td>
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<tr>
<td>Discussion Boards</td>
<td>120 points</td>
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<tr>
<td>Writing Assignment</td>
<td>80 points</td>
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Total: 500 points

A: 500-450 points  
B: 449.99-400 points  
C: 399.99-350 points  
D: 349.99-300 points  
F: below 299.99 points

**Exams:**
One exam will be given for each module. Since this course consists of four modules, students will take four (4) exams total during the semester. All the materials in a module will be covered in the exam for that module and will include 30 questions with multiple choice and true/false questions.

Since time restrictions will apply to all four exams, students must have a stable internet connection and complete the exam in 60 minutes. If you do not have a stable connection, there are computer labs on campus that you may use. No excuses made for internet disconnection will be accepted.

**Discussion Boards:**
Discussion boards are designed to be critical thinking activities. Three (3) discussion boards will be given to students during the semester. Students are expected to read a discussion question assigned in each module and post their discussions as their own responses to the question. Students are also
required to reply to two (2) other student posts. Note that you must post your original response before you will be able to see other classmates’ posts.

To earn full credit, you are expected to support your opinion with textbook readings and other academic sources such as peer-reviewed journal articles, research reports, presentation proceedings, or etc. Avoid including your personal anecdotes irrelevant to a discussion topic in your post as well as regurgitation of course materials. Your post should indicate that you read assigned materials thoroughly and engaged thoughtfully with the relevant and reliable materials by answering discussion questions. In addition, a word minimum will be applied to both your original post (more than 300 words) and your response to other students’ posts (more than 100 words each). Students should also be courteous when they reply to other classmates’ posts.

**Writing Assignment:**
One writing assignment (approximately 3-5 pages) will be given to students. This writing assignment requires students to 1) select a research topic that they would like to discuss, 2) find THREE empirical studies related to the research topic selected, 3) summarize the results and implications of those studies, and 4) write students’ thoughts about the research topic in addition to suggestions, criticism, or reflection about those studies.

Although students can choose any research topic they would like to respond to, a set of example research questions will be provided as well. I will post those example research questions on Blackboard. In terms of the summary of those three empirical studies, the summary should include: research questions (or research hypotheses), sample characteristics, findings/implications, and your review of the study (suggestions, criticism, reflection, etc.). Do not simply copy and paste the abstract of each article. This is plagiarism so it will be strongly enforced.

Your THREE empirical studies must be published in peer-reviewed academic journals such as *Criminology, Justice Quarterly, Journal of Quantitative Criminology, Crime & Delinquency, Journal of Research in Crime and Delinquency, Criminal Justice & Behavior, Criminology & Public Policy*, etc. (newspaper articles, Wikipedia, Blog postings, etc. are NOT allowed). Students can access those peer-reviewed journals via the University library (www.utrgv.edu/library).

**Extra Credit:**
Students will have opportunities to earn extra credit. Students will earn extra credit once they complete self-introduction and course evaluation (10 points each).
Important Notes for Your Success in Passing this Course:
1. Do not simply rely on the power point lecture (summary) slides. Students are required to read all the chapters assigned in this course thoroughly and understand/memorize key terms and concepts to earn good grades on exams as well as discussion boards.
2. Students are encouraged to ask questions if they have any questions or concerns about the course. The best way to contact me is email. I will respond to students’ emails within 24 hours unless they are irrelevant to the course or written in a rude/aggressive manner. Emails received after 6pm will be responded to the following day.
3. No make-up exams/discussion boards will be given to students except in the case of emergency situations that can be proven by proper documentation (e.g., death of immediate family, admission to a hospital, etc.). Likewise, no late writing assignment will be accepted. Thus, please be aware of and keep up with the course schedule in the syllabus.

Syllabus Subject to Change:
This syllabus is subject to change. If some changes are needed, I will immediately announce them and post a revised syllabus on Blackboard.

Course Schedule:

<table>
<thead>
<tr>
<th>Modules</th>
<th>Readings and Assignments</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>Chapter 1: Introduction of juvenile delinquency</td>
</tr>
<tr>
<td>July 12 – July 20</td>
<td>Chapter 2: History of juvenile delinquency</td>
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<td></td>
<td>Chapter 3: Data, correlates, and trends of juvenile delinquency</td>
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<td></td>
<td>■ Extra Credit “Introduce Yourself” due July 20 at 11:59pm</td>
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<td></td>
<td>■ Discussion Board due July 20 at 11:59pm</td>
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<tr>
<td></td>
<td>■ Exam due July 20 at 11:59pm</td>
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<tr>
<td>Module 2</td>
<td>Chapter 4: Micro-level theories of juvenile delinquency</td>
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<tr>
<td>July 21 – July 29</td>
<td>Chapter 5: Macro-level theories of juvenile delinquency</td>
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<td>Chapter 6: Critical theories of juvenile delinquency</td>
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<td></td>
<td>■ Discussion Board due July 29 at 11:59pm</td>
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<td></td>
<td>■ Exam due July 29 at 11:59pm</td>
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Module 3
July 30 – August 7
Chapter 7: Juvenile delinquency in family contexts
Chapter 8: Juvenile delinquency in school contexts
Chapter 9: Juvenile delinquency in peer contexts
- Discussion Board due August 7 at 11:59pm
- Exam due August 7 at 11:59pm

Module 4
August 8 – August 16
Chapter 11: Overview of juvenile justice system
Chapter 12: Policing and the process of the juvenile court
Chapter 13: Juvenile corrections
- Writing Assignment due August 16 at 11:59pm
- Exam due August 16 at 11:59pm

Students with Disabilities:
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

Mandatory Course Evaluation Period:
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

Summer II 2018 August 9 – August 16

Scholastic Integrity:
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility
of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Sexual Harassment, Discrimination, and Violence:
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

Course Drops:
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

Student Services:
Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising
Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- **Learning center:** BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- **Writing center:** BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- **Advising center:** BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- **Career center:** BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)