

**PERU STATE COLLEGE**  
**CJUS 410 – JUVENILE DELINQUENCY**  
**ON-LINE SYLLABUS 1st 8 Weeks - FALL 2009**

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**REQUIRED TEXT:** Juvenile Delinquency – 10<sup>th</sup> Edition. Siegel and Welsh.  
Wadsworth. 2009.

**PREREQUISITES:** CJUS 110

**COURSE DESCRIPTION:**

This course focuses on the nature and extent of juvenile delinquency historically, theoretical approaches to explain why these behaviors have developed, environmental/contextual approaches to explanation, and how the justice system and society respond legally. A variety of cultural and social factors related to delinquency are examined, along with program implications for prevention and intervention.

**COURSE OBJECTIVES:**

1. Present diverse views and perspectives regarding the study of juvenile delinquency and reflect its interdisciplinary nature.
2. Learn the major historical underpinnings of the development of the term juvenile delinquency and a separate system to address the needs of children.
3. Learn how the major criminological theories apply to delinquent acts of behavior.
4. To examine how environmental and social conditions of society have broadened our views of crime and youth culture.
5. Learn how historical youth statuses and societal behavioral expectations have led to the development of the study of juvenile delinquency.
6. To examine the differential responses to youth based on statuses rather than behaviors.
7. To examine research findings regarding the effectiveness of various educational, psychological, emotional, and social programs developed to address delinquent youth's needs.
8. Learn about the separate juvenile court system and its processes.
9. Learn to apply theoretical explanations to explain youth behaviors

These objectives fit nicely with the School of Professional Studies objectives, as this class is designed to help you: communicate clearly, be a critical thinker, and develop the capacity for intellectual change. You will learn how society has dealt with youth involved with delinquent choices historically, as well as our more contemporary responses. This course challenges you to integrate and utilize the knowledge learned from several previous courses in order to see the broader implications of our CJUS system.

## **EXPLANATION OF INSTRUCTION:**

Cooperative on-line learning experiences using; discussion boards, research activities and articles, questions posed through class notes, and other educational materials deemed appropriate will be utilized in this course.

## **CITING RESOURCES:**

You are required to cite all information using APA style (see the Documents file called APA Style Referencing on-line) for correct citation methodology. I will deduct points if you fail to cite any references, or cite them incorrectly. It is expected you will cite resources from these professional sites: NCJRS, OJJDP, Juvenile Justice links at usdoj.gov, as well as other juvenile links from similar sites. Do NOT use newspaper articles or magazine articles from non-peer reviewed sources.

**FILL-IN THE BLANK:** 10 each chapter – 2 chapters a week =20 points

Each week, there will be an assignment for you to fill-in the blanks of the statements posed for you. This will help you learn the language and factual information introduced in each chapter. These assignments are self-corrected, **which means you will need to be careful and exact in your language and spelling you submit for evaluation. I will go back into each student's submission and double-check for answers that are essentially correct, but have an error of some type, to give credit.**

The Fill in the Blank questions will be opened on the Saturday before each week begins on Sunday. The Fill in the Blank questions must be completed and submitted by Tuesday of each week at midnight. Each answer is worth one point.

**EXAMS:** 40 Questions per test x 7 tests = 280 points

There will be a weekly exam (n = 7) scheduled throughout the semester, except for the first week. Each exam will be equally weighted, non-cumulative unit exams over the required chapters for that week. Each exam will consist of approximately 40 multiple choice and true/false questions; 20 for each chapter. **Each exam will have randomly generated questions; no two exams will contain the same test questions.**

**Tests will be typically be opened on Sunday 8:00 a.m. and close on Thursdays at 12:00 midnight, except for the last week of class – check for the revised schedule during that week.**

**DISCUSSION BOARDS:** 5 – 10 points each

Check within each weekly assignment file to note which chapters have required Discussion Board activities. Some weeks will have none, while other weeks will have

more than one assignment. Make sure you note any REPOSTS that are required for the Discussion Board! Follow the posted deadlines, as late submissions will not be accepted. Some chapters will have questions that are worth 5 or 10 points and require additional research from sources outside the textbook. I REQUIRE you to use credible research articles to cite in your answers. See Citing Resources information above!

**For the 5 point questions**, you will need to cite your resources (typically 1-2), adding your own comments to the research you are citing. I am looking for you to critically formulate an answer based upon something more than just your opinion. (5 point questions)

**For the 10 point questions**, I am looking for you to cite (2 – 4 resources), deeper research and comments, a longer answer that is based upon more critical reasoning, has been thoughtfully organized and comes to a point that can be supported with the cited research findings. (10 point questions)

### **Theory Papers:**

25 points each x 5 = 125 points

For the theory questions, you will be required to use a **Criminal Justice Theory** from your textbook to demonstrate your knowledge of how theory is used to support an answer. Make sure you cite the theory, author, and which propositions you are using from the theory. A file of criminological theories are located as an attached separate document in the DOCUMENTS section of Blackboard. You DO NOT have to use all aspects of the theory, but you MUST tell which theoretical propositions (constructs) of the theory you are using. Due to the difficulty of using more than one theory within an answer, you SHALL NOT use more than theory (integrated theory) as support for you answer. **I HAVE PROVIDED YOU WITH AMPLE SAMPLE THEORY PAPERS EXAMPLES FOR YOU TO LOOK AT AND USE AS A GUIDE in the Documents Section. USE THEM!**

**This skill will be used extensively in the capstone course and these assignments will help develop your skills. This part of the course takes considerably more time and effort than other assignments. Being able to develop a good theory-based answer to a question will require you to develop a rough draft, think about what you have written, possibly send to a classmate to give you constructive criticism, and then go back and finish writing your answer! You will not do very well if you wait until the last minute to draft and submit a theory-based answer.**

### **CASE STUDY**

25 Points

Each student is assigned a juvenile case study to research and write an abstract summarizing the facts of the case. This DOES NOT MEAN you will copy it from a source, rather you will put it in your own words and cite your reference(s)! No quoting is allowed! You must find more than one reference to cite at the end of the paper. The citation should be done APA style! You should **develop an overview of the case,**

**describing the events of the case, where and when the case was heard and in what courts, the outcome, the significance to juveniles, and the application to the justice system.** Some cases are difficult to find, thus necessitating your immediate attention, as this is the first assignment due at the end of week 1.

#### JUVENILE CASES - 09

In re Michael G.  
[Robyn Wood](#)

Murray v. Owens  
[Traci Mitchem](#)

In re William A.  
[Dan Monroe](#)

In re Gault  
[Cassie Moyer](#)

State v. Chavez  
[Tisha Muller](#)

Nelson v. Heyne  
[Jon Neeman](#)

Stanford v. Kentucky  
[Jeremy Neu](#)

Thompson v. Oklahoma  
[Gary Hall](#)

In re D.J.  
[Shelby Winslow](#)

Coy v. Iowa  
[Dylan Nippert](#)

New Jersey v. T.L.O.  
[Jill Ourada](#)

Maryland v. Craig  
[Tamala Boyd](#)

Fare v. Michael C.  
[Wilson Talavera](#)

Goss v. Lopez  
[Gerry Hunter](#)

In re Holley  
[Patti Morgan](#)

Tinker v. Des Moines School Dist.  
[Travis Wallace](#)

Davis v. Alaska  
[Hillary Harney](#)

Hazelwood School Dist v. Kuhlmeier  
[Jimmy Cotton](#)

Commonwealth ex rel. Sprowal v. Hendrick  
[Amanda Jacobsen](#)

Santosky v. Kramer  
[Rebecca Jackson](#)

Schall v. Martin  
[Mt Tyeskie](#)

Scott v. State  
[Thomas Millikin](#)

Hendrickson v. Griggs  
[Jean Anderson](#)

Matter of Seven Minors  
[Chelsea Ankersen](#)

Baldwin v. Lewis  
[Tina Kyker](#)

Vernonia v. Acton

Kent v. United States

In re Roberts  
Kyle Kidd

Breed v. Jones  
Doug Rasmussen

McKeiver v. Pennsylvania  
Debra Lear

In re Gault  
Brenna McSweeney

In re Winship

Oklahoma Publishing CO. v. District Court in and for Oklahoma County, Oklahoma,  
Et.Al.  
Sean Lindblad

EXTRA CASES of interest to this course:

Yarborough, Warden v. Alvarado  
Santa Fe Independent School District

Roper v. Simmons  
Ingraham v. Wright

Board of Education v. Earls

In re Smith

Eddings v. Oklahoma

Martarella v. Kelley

In re Moten

State v. Lowry

United States v. DOE

In Interest of Davis

In re J.L.P.

### **EXTRA CREDIT:**

**Juvenile Court Attendance:**

**Possible 20 E.C. points**

Make contact with a Juvenile Court Judge and document you attended a juvenile court hearing for 2 hours (send me via snail mail) a hard copy of the Judge's signature on a document while this class meets this 1st 8 week session. **Write up a 1-2 page summary of what you "learned" about the juvenile process – not what you did!** Send to me via an email as a word.doc attachment. Let me know that you are planning to complete this extra credit assignment. **Up to 20 Points extra credit; which means you must do a GOOD JOB to get full credit! For some of you, your state may NOT allow this opportunity. I would consider alternatives that you suggest.**

**Due NLT Oct. 15 by 12:00 noon.**

### **FINAL GRADE**

Your final grade will be based upon weekly fill-in-the-blank questions, theory paper assignments, discussion board questions, weekly exam scores, and juvenile case study.

Unless otherwise directed, students are expected to do their own work on assignments and exams. Academic dishonesty will result in actions according to the college's disciplinary policy. Students with special needs are encouraged to make them known to the instructor.

The instructor reserves the right to make changes in this schedule to facilitate student learning. Any changes in the schedule will be communicated to the students in advance.

**Weekly Schedule, including tests:**

**WEEK 1      Aug 24 – 29**

Introduce yourself on DB		Post on DB by 8/26	Reposts by 8/29
Case Study	25 pts	Post on DB by 8/27	Repost by 8/29
		Send to Dr. Asmussen via email also	

**WEEK 2      Aug 30 – Sept 5**

F/B Ch 13 & Ch 15	MISC	Assignment link – Due 9/1	Midnight
T1	40 pts	Closes on 9/3 Midnight	
DB Ch 13	10 pts	Post by 9/4	Repost by 9/5
	Orphan trains		
DB Ch 15	10 pts	Post by 9/4	Repost by 9/5
	Plea Bargain		
	Waiver –Adult Court		

**WEEK 3      Sept 6 – 12**

F/B Ch 16 & Ch 1	MISC	Assignment link – Due 9/8	Midnight
T2 Ch 16 & 1	40 pts	Closes on 9/10	Midnight
DB Ch 16	10 pts	Post by 9/11	Repost by 9/12 Midnight
	Juvenile Probation		
DB Ch 1	10 pts	Post by 9/11	Repost by 9/12 Midnight
	Adolescence/child expectations		

**WEEK 4 Sept 13 – 19**

Optional deviance survey			Post DB NLT 9/18	
F/B Ch 2 & 3	MISC		Assignment link – Due 9/15	Midnight
DB Ch 2	10 pts		Post by 9/16	Midnight
Correlates of Crime				
T3 Ch 2 & 3	40 pts		Closes on 9/17	Midnight
Theory Paper	25 pts		Post by 9/19	Midnight
Ch 3 Delinquent Acts – using Routine Activities Theory				

**WEEK 5 Sept 20 – 26**

Extra Credit – Watch Trading Places movie	Up to 20 pts		Send by 9/25	Midnight
F/B Ch 4 & 5	MISC		Assignment link – Due 9/22	Midnight
DB Ch 5	5 pts		Post by 9/23	Midnight
Juvenile Delinquency and work opportunities in Lower SES areas				
T4 Ch 4 & 5	40 pts		Closes on 9/24	Midnight
Theory Paper	25 pts		Post by 9/26	Midnight
Ch 4 Middle-class Values - Using Social Disorganization Theory College Student Deviance – Using Hirschi’s Social Bond Theory				
OR				
Ch 5 Status Symbols – Using Symbolic Interaction Theory				

**WEEK 6 Sept 27 – Oct 3**

F/B Ch 6 & 7	MISC		Assignment link – Due 9/29	Midnight
DB Ch 6	5 pts		Post by 9/30	Midnight
Large changes in personal lives of youth – how far to intervene?				
T5 Ch 6 & 7	40 pts		Closes on 10/1	Midnight
Theory Paper	25 pts		Post by 10/3	Midnight
Ch 6				

Explain Rape – Using General Theory of Crime  
OR  
Ch 7  
Gender Differences in Crime – Using Power-Control Theory

**WEEK 7      Oct 4 – 10**

F/B    Ch 8 & 9      MISC              Assignment link – Due 10/6              Midnight

DB    Ch 8              5 pts              Post by 10/7  
Non-payment of child support

T6    Ch 8 & 9      40 pts              Closes on 10/8              Midnight

Theory Paper              25 points              Post by 10/10              Midnight  
Ch 8  
Voices for Children in Nebraska – Using Socialization Theories from Ch 7

OR  
Ch 9  
Why youth join “gangs” (any group) – using Social Disorganization, Anomie, or Rational Choice Theory

**WEEK 8      Oct 11 – 16**

F/B    Ch 10 & 12    MISC              Assignment link – **Due 10/12**              Midnight

DB    Ch 10              5 pts              **Post by 10/13**              Midnight  
Research on truancy

T7    Ch 10 & 12    40 points              **Closes on 10/14**              **6 p.m.**

Theory Paper              25 points              **Post by 10/15**              **Midnight**  
Ch 10  
School Failure and Delinquency (p. 341) – Using Labeling Theory

OR  
Ch 12  
Early Childhood Delinquency Prevention of At-Risk Behaviors – Using Conflict Theory