

COR231 Juvenile Justice Systems

(3 credit hours)

Course Syllabus

Course Description

The history, concepts, and scope of the juvenile justice system and its contrast with the adult system of justice. Includes an analysis of the juvenile justice process from initial intervention of delinquency and status offenses by law enforcement personnel and others through release from intervention.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Comprehend the history of both child victims of crime and child perpetrators of crime.
2. Analyze the overlap between children in the dependency system with children who are law violators.
3. Provide a foundation for advanced studies in juvenile justice.
4. Identify career positions in the juvenile justice system to include those law enforcement, social work probation, corrections, and law
5. Analyze the theories of delinquency including psychological, biological and sociological perspectives and the appreciation and empathy for all child victims and offenders who find themselves within the juvenile justice system.
6. Evaluate the use of discretion by practitioners in policing, court services, and corrections as it relates to work in juvenile justice.

Prerequisites/Corequisites

COR120

Required Textbook(s) and Resources

Taylor, Robert W. (2020). *Juvenile Justice: Policies, Programs, and Practices*. (5th ed.). McGraw-Hill Higher Education.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#).

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

Weekly Discussion Forum: Learners have two opportunities to explore readings and weekly topics in an open discussion forum. You demonstrate knowledge of current topics by completing both online classroom discussions, including an initial post and a minimum of two responses to other students.

Week Three Presentation: For this assignment, you will complete a PowerPoint presentation that compares and contrasts the following programs:

- Diversion programs
- School-based programs
- Community-based programs
- Teen Courts

You will define each of the four programs, provide examples of what each of them offer and then provide an educated opinion on their effectiveness. You may use any personal experiences or reflections you may have on the topics in your presentation.

When citing references, a good rule of thumb is to have at least one reference/citation per page of written material. You will enhance your presentation with at least one additional reference, above the “one per page” recommendation, especially a peer-reviewed article within the topic being written about. In other words, this week, you should have at least four references: three peer-reviewed and the textbook or four peer-reviewed. Always be sure to carefully read the instructions and follow them precisely. Wikipedia is never an acceptable reference.

The amount of time you spend creating a good presentation will depend upon your familiarity with the topic. The better your understanding, the easier the writing. Do not express opinions as fact. Use only evidence-based information in your presentation.

Weekly Written Analysis: Each weekly written analysis will be slightly different in topic, Be sure to read carefully the instructions and follow them precisely. A different number of references will be expected each week, Consider that a minimum number. When citing references, a good rule of thumb is to have at least one reference/citation per page of written material. You will enhance your paper with at least one additional reference, above the “one per page” recommendation, especially a peer-reviewed article within the topic being written about.

Wikipedia is never an acceptable reference. Reminder: Always be sure to carefully read the instructions and follow them precisely.

The amount of time you spend creating a good paper will depend upon your familiarity with the topic. The better your understanding, the easier the writing. Do not express opinions as fact. Use only evidence-based information in your paper.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions Activity 1.1 (n/a) Activity 1.2 (25) Activity 1.3 (25)	Discussions Activity 2.1 (25) Activity 2.2 (25)	Discussions Activity 3.1 (25) Activity 3.2 (25)	Discussions Activity 4.1 (25) Activity 4.2 (25)	Discussions Activity 5.1 (25) Activity 5.2 (25)	Discussions Activity 6.1 (25) Activity 6.2 (25)	Discussions Activity 7.1 (25)	325
Assignments Activity 1.4 (80)	Assignments Activity 2.3 (80)	Assignments Activity 3.3 (80)	Assignments Activity 4.3 (80)	Assignments Activity 5.3 (80)	Assignments Activity 6.3 (80)	Final Project Activity 7.2 (195)	
130	130	130	130	130	130	220	1000

Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | D: 60-69% | F: <60%

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Activity 1.1: Meet Your Peers - Initial Post
Week 1: The Juvenile Justice System History of the juvenile justice system	<input type="checkbox"/> WED: Activity 1.1: Meet Your Peers - Secondary Posts <input type="checkbox"/> WED: Activity 1.2: The Juvenile Justice System in Your State - Initial Post <input type="checkbox"/> WED: Activity 1.3: The Illinois Juvenile Court Act of 1899 - Initial Post <input type="checkbox"/> SAT: Activity 1.2: The Juvenile Justice System in Your State - Secondary Posts <input type="checkbox"/> SAT: Activity 1.3: The Illinois Juvenile Court Act of 1899 - Secondary Posts <input type="checkbox"/> SUN: Activity 1.4: The History of the Juvenile Justice System

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
<p>Week 2: Juvenile Crime: Criminals and Victims</p> <p>Choice, deterrence, biological and psychological disorders</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 2.1: Uniform Crime Reports and Juvenile Delinquency - Initial Post <input type="checkbox"/> WED: Activity 2.2: Biological vs. Psychological Theory - Initial Post <input type="checkbox"/> SAT: Activity 2.1: Uniform Crime Reports and Juvenile Delinquency - Secondary Posts <input type="checkbox"/> SAT: Activity 2.2: Biological vs. Psychological Theory - Secondary Posts <input type="checkbox"/> SUN: Activity 2.3: Theories on Delinquency
<p>Week 3: Social: Structure, Process, and Reaction Theories</p> <p>Delinquency prevention and intervention</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 3.1: Theories of Juvenile Delinquency - Initial Post <input type="checkbox"/> WED: Activity 3.2: Bullying - Initial Post - Secondary Posts <input type="checkbox"/> SAT: Activity 3.1: Theories of Juvenile Delinquency - Secondary Posts <input type="checkbox"/> SAT: Activity 3.2: Bullying <input type="checkbox"/> SUN: Activity 3.3: Juvenile Delinquency Prevention Presentation
<p>Week 4: Police and Juveniles</p> <p>Juvenile law and procedure</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 4.1: Drug Abuse Resistance Education - Initial Post <input type="checkbox"/> WED: Activity 4.2: Juvenile Protection Orders - Initial Post <input type="checkbox"/> SAT: Activity 4.1: Drug Abuse Resistance Education - Secondary Posts <input type="checkbox"/> SAT: Activity 4.2: Juvenile Protection Orders - Secondary Posts <input type="checkbox"/> SUN: Activity 4.3: Juvenile Law and Procedure
<p>Week 5: The Juvenile Court</p> <p>Juveniles in the criminal justice system</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 5.1: Juveniles Posting Bail - Initial Post <input type="checkbox"/> WED: Activity 5.2: Juveniles Tried as Adults - Initial Post <input type="checkbox"/> SAT: Activity 5.1: Juveniles Posting Bail - Secondary Posts <input type="checkbox"/> SAT: Activity 5.2: Juveniles Tried as Adults - Secondary Posts

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
	<input type="checkbox"/> SUN: Activity 5.3: Juveniles and the Death Penalty
Week 6: Juvenile Corrections Probation, diversion, and alternative options.	<input type="checkbox"/> WED: Activity 6.1: Juvenile Probation - Initial Post <input type="checkbox"/> WED: Activity 6.2: Juvenile Boot Camps - Initial Post <input type="checkbox"/> SAT: Activity 6.1: Juvenile Probation - Secondary Posts <input type="checkbox"/> SAT: Activity 6.2: Juvenile Boot Camps - Secondary Posts <input type="checkbox"/> SUN: Activity 6.3: Juvenile Correction Programs
Week 7: Gangs and delinquency	<input type="checkbox"/> WED: Activity 7.1: Youth and Gangs - Initial Post <input type="checkbox"/> THU: Activity 7.2: Research Paper <input type="checkbox"/> SAT: Activity 7.1: Youth and Gangs - Secondary Posts

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

For More Information:

Be sure to review the [Support, Policies, and Procedures](#) addendum.