
JUVENILE JUSTICE
Florida State University
CJJ 4010 • Spring 2022

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Course Description

The U.S. juvenile justice system was established over a century ago to “save” children from lives of crime and disadvantage by balancing punishment and rehabilitation. Yet many decades later, one group of scholars summarized their views on the system with the quote “the path to hell is paved with good intentions.” What does the juvenile justice system do? Who comes into contact with it? And what impact does it have on those youth? This course provides an overview of the major issues in the field of juvenile justice. You will hear from both scholars and practitioners, and you will have the chance to interview an expert in the field yourself.

Although scholars of juvenile justice are unified by their topic of study, they work from a wide variety of theoretical perspectives and have differing views on various policy issues. My highest priority is to help you gain knowledge that will help you express your own informed opinions. Many of the questions we will address remain controversial and do not have a single ‘right’ answer. Throughout the course, I encourage you both to express your point of view (in an educated and respectful manner, of course) and to remain open to others’ perspectives.

Upon successfully completing this course, you will know the following:

- The origins of the U.S. juvenile justice system
- How juvenile offending is defined and measured
- Major correlates and theories of juvenile delinquency
- The roles of police, attorneys, judges, and other actors in the juvenile justice system
- The main outcomes of juvenile justice system processing
- Key approaches to prevention and treatment

Course Materials

Required textbook. Cox, Steven M., Jennifer M. Allen, Robert D. Hanser, and John J. Conrad. 2021. *Juvenile Justice* (10th edition). Thousand Oaks, CA: Sage. ISBN13: 9781544395470

This course is part of the Follett Access program, which **automatically provides you with an electronic copy of the textbook**. This program provides a notable discount off of the usual price of the ebook, but the tradeoff is this: If you do not wish to purchase the ebook through this

program, you must **opt out by 1/19**. If you wish to opt out, or if you accidentally opted out and wish to opt back in, please visit the Follett Access Opt-Out Portal at <https://ACCESSPortal.follett.com:443/0208>. Please contact the Follett Access staff at FSUFollettAccess@gmail.com for more information or assistance.

Most weeks will feature a new course module, which may contain slides, readings, video or audio clips, and websites to visit. All of the materials you will need (besides the textbook) will be listed in that week's module. I recommend that you first complete any readings, then view the slides and any multimedia components embedded in them, and then watch any additional videos that have been posted.

Technology. You will need access to a computer or device that has a webcam/camera and can stream audio and video. You will also need internet access. I will make every effort to post any readings besides the book on Canvas, but you may need to access some electronic materials through FSU's library.

Course Requirements

Due dates and times are in Eastern Time. See also the frequently asked questions that I've included just before the course calendar.

First Day Attendance. By the end of the third day of classes, please comment on the first day attendance discussion board post so that we can count you as present. This assignment is mandatory (so that we don't drop you) but ungraded.

Compare/Contrast Briefs. Choose three of the posted videos and, for each, write 1-2 (single-spaced) pages comparing and contrasting what you learned from the video with what you learned from the textbook, slides, and materials linked from the slides. These briefs must be submitted during the week that the chosen video is posted. They will be graded on a 10 point scale, where missing assignments receive 0s, assignments that show only minimal-moderate evidence of thoughtfulness and use of the course materials receive 3-7.25 points, and assignments that clearly show thought and knowledge of the course concepts receive 7.5-10 points. Scores of 9 and 10 will be reserved for briefs that clearly and accurately discuss all of the relevant course material (book, slides, and linked material). Please include in-text citations in APA format; you do not need to include a reference list unless you use outside sources.

Expert/Practitioner Interview. The capstone project of this course is the creation of a 20-minute recorded Zoom (or similar platform) interview with someone who studies or works in the field of juvenile justice. This interview, and the activities leading up to it, will be done in groups of 2-3. The items that will be submitted include:

- **Communication plan.** Introduce yourselves and decide how you will communicate throughout the semester. Social media? Text? Some other way? How often will you communicate? Exchange contact information or set up your group chat. Agree to respond to each other within a designated period of time. This assignment is ungraded, but please submit it so that we know that everyone in your group is on the same page.

- Work plan. What steps will you take to prepare for and conduct the interview and prepare it for submission (identifying and contacting potential interviewees, scheduling the interview, editing the interview transcript...)? Each group member should have a unique and clearly defined role. Who will do each task? How will you meet, and how often? What will you do if a group member becomes unavailable or fails to complete their part of the work? 5 points.
- Interview topic one-pager and draft questions (single-spaced). Summarize your knowledge of the topic that will be the focus of your interview. Make sure this one-pager reflects what you have learned in the course. You can read ahead in the book if that would help. What might you ask your interviewee? How does each question relate to what you have learned so far? Please tell us which group member wrote each question. Everyone should contribute potential questions at this stage. 10 points.
- Final questions. Now that you have completed more of the course, how would you edit your draft interview questions? 5 points.
- The interview itself. Conduct your interview and submit the recording and transcript to Canvas. Failure to include a transcript will negatively affect your grade; you may want to do a test Zoom before your interview to make sure that you know how to create a transcript. See the Zoom Meeting Instructions document for more information.

The work plan and final questions will be graded on a 0-5 scale, where missing assignments receive 0s, assignments that show only minimal-moderate evidence of thoughtfulness and (in the case of the questions) use of the course materials receive 1-3 points, and assignments that clearly show thought, planning, and (where appropriate) knowledge of the course concepts receive 4-5 points. The one-pager and draft questions will be submitted together and will each be worth 5 points (for an assignment total of 10), with each graded on the above 0-5 scale.

The interview itself will be graded according to how much your questions reflect your knowledge of the textbook, slides, and linked materials, and how far beyond those materials they go. Strive to learn something new from the interview. What can your interviewee tell you that you can't learn from a textbook? Ask them for their perspective on major controversies or timely issues in juvenile justice. Much of your grade will be determined by how well you plan the interview, how well you understand the course material, and the extent of your critical thinking about that material. Use the preparatory assignments to help you here. Note that good scores on the preparatory assignments do not necessarily predict a good score on the interview assignment. Show off your familiarity with the course material and your ability to use it to ask new and insightful questions.

Reaction Essays. The final course assignments are two one (single-spaced) page reactions to (1) your group's expert interview and (2) one other group's expert interview. You will complete these assignments individually. Discuss how some or all of the information provided by the experts supports or refutes information from the textbook. These will be graded on a 0-5 scale, where missing assignments receive 0s, assignments that show only minimal-moderate evidence of thoughtfulness and use of the course materials receive 1-3 points, and assignments that clearly show thought and knowledge of the course concepts receive 4-5 points. Scores of 5 will be reserved for essays that clearly and accurately discuss all of the relevant course material (book, slides, and linked material). Please include in-text citations in APA format; you do not need to include a reference list unless you use outside sources.

Course Grades

Compare/contrast briefs (3):	30 points
Expert interview preparation activities (3):	20 points
The expert interview itself:	40 points
Reaction essays (2):	10 points
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Total	100 points (%)

Grading scale

94%-100%	A	80%-83%	B-	70%-73%	C-
90%-93%	A-	77%-79%	C+	60%-69%	D
87%-89%	B+	74%-76%	C	Below 60%	F
84%-86%	B				

I round according to conventional mathematical rules. To protect your privacy I cannot discuss specific course grades over email; please make arrangements to Zoom with us.

Course Communication

How We will Contact You

You can check Canvas for course announcements and changes. Please adjust your Canvas settings to ensure that you receive course announcements via email.

How You Should Contact Us

Please email us with any questions about the course material, requirements, or policies. Monday through Friday, we will respond to your email within 24 hours. We will try to respond promptly to emails sent on weekends, but may not be able to respond until Monday.

Course Policies

Missing and late work. With one exception (noted below), missing or late items will receive 0s unless you are unable to complete or submit the item due to an excused absence (per the University attendance policy below). When you email me about your excused absence, please include documentation (e.g., a doctor's note, a jury duty summons). Forgetting about the assignment, needing to work late, being unable to get to a computer, and having an undocumented illness will not qualify as excused absences, so please plan accordingly and do not procrastinate.

The University attendance policy is as follows: Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

You are allowed ONE undocumented absence in this course. This equates to a free extension on a single course requirement. Please contact me to arrange a new due date for the assignment or exam that you missed. For group assignments, we may need to assign you an alternate project, or

make some other arrangement, in lieu of extending a deadline. Note that we may not be able to grant extensions during the last week of classes or finals week, so please plan accordingly.

TurnItIn. This course will use Canvas's TurnItIn anti-plagiarism tool. Assignments receiving high similarity scores will be investigated according to College procedures.

Technology. When you submit an assignment, it is your responsibility to ensure that the submission was successful (try the tips at <https://support.canvas.fsu.edu/kb/article/962-students-tips-for-a-better-canvas-experience/#VerifySubmission>). If you experience internet or Canvas problems while you are submitting something, please email us immediately. If the trouble relates to a written assignment, please attach your assignment. It is important that you contact us before the due date and time so that we know you did the work on time. You have a one-hour grace period to contact us about technology-related problems. If you do not successfully submit an assignment or exam by the due date and time and we do not hear from you within an hour of that date and time, that assignment or exam will receive a 0.

Academic Honor Policy. The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>)

Academic Success. Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more.

Americans with Disabilities Act. Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student:

- (1) must register with and provide documentation to the Office of Accessibility Services (OAS);
- (2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
- (3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
oas@fsu.edu
<https://dsst.fsu.edu/oas/>

Confidential Campus Resources. Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program
University Center A
Rm. 4100
(850) 644-7161
Available 24/7/365
Office Hours: M-F 8-5
<https://dsst.fsu.edu/vap>

University Counseling
Center
Askew Student Life
Center, 2nd floor
942 Learning Way
(850) 644-8255
<https://counseling.fsu.edu/>

University Health Services
Health and Wellness
Center
(850) 644-6230
<https://uhs.fsu.edu/>

Syllabus Change Policy. Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Frequently Asked Questions

How do I access the textbook? Unless you opted out, you are automatically in the Follett Access program. You can search your FSU mailbox for the word “Redshelf” to find instructions on how to access your book. If you can’t find this email, you can visit brytewave.redshelf.com and login with your FSU email address to access the book.

My assignment is shorter/longer than the length requirements. Is that okay? We are fine with assignments that are a little too short or long (with normal spacing and margins). But, for the sake of your graders, please don’t write an assignment that is double the requested length! Also, please don’t submit assignments that are noticeably too short. This last guideline is to protect you; if your assignment is markedly too short, you are probably missing key content.

Why did I lose points on my assignment? If you’d like more detailed feedback on your grade, please contact your grader. The most common reasons that people lose points are not addressing the prompt in full and not incorporating enough course material.

I got stuck at work/my car broke down/my loved one is ill and I missed the assignment deadline. What do I do? You get one free extension in the course. To use it, simply email the

TA to let them know that you will be turning your assignment in late. You will be given a one week extension on that assignment (exceptions are assignments due during the last week of classes or finals week). After you use this freebie, to gain extensions on additional assignments, you will need documentation that those absences were excused under the policy described above.

I am having trouble with Canvas and can't submit my assignment! Or, I swear I submitted it but it is not showing up! Help! If it's before the deadline or within the grace period, please email it to us! If you believe that you submitted it but we have no record of that, contact Canvas Support at (850) 644-8004 and tell them that your instructor needs a log of your Canvas activity on the date that you submitted the assignment. Also, make sure that you can provide us with a version of your assignment that was last saved before the assignment deadline. Then contact us to discuss this further.

What if one of our group members doesn't contribute? In isolated cases, groups may perceive that one of their members is not making meaningful and adequate contributions toward the interview assignment. If you feel this way, please email me with a description of the issue before you submit your work (I must know in advance so that I can reset Canvas to give you individual grades). If each other group member independently reports that one member is not pulling their weight, I will take that into account when grading. To protect yourself, please keep written records of your personal contributions towards the assignments.

What is my current grade? Can I still earn a __ in this class? To calculate your current percentage grade, add up the total number of points you have earned so far, and divide that by the total number of possible points so far. To determine how many more points you must earn to achieve a target final grade, look at the grading scale to see how many points you must earn to make that grade, and then subtract your total points earned from that number. If the result is less than the number of points remaining, then yes, you can still earn that grade!

Can I complete an extra credit assignment to boost my grade? Sorry, but there is no extra credit in this course. Your best bets for maximizing your grade are ensuring that you have fully and thoroughly answered the writing prompts, contacting us early to ask any questions that you have about the assignments, and sending us draft papers by the deadline mentioned above.

COURSE SCHEDULE

Week	Topic	Read Chapter	Assignment Due
1	The history of the juvenile justice system	1	First day attendance post (see Canvas for due date and time)
2*	Defining and measuring juvenile offending	2	Communication plan (ungraded)
3	Child abuse and neglect	3	
4*	Schools and delinquency	4	Work plan
5	Theories of crime causation	5	
6	Juveniles and the police	6	
7	Purpose and scope of juvenile courts	7	Interview one-pager and draft questions
8*	Juvenile justice procedures	8	
9	Key people in the juvenile court	9	
10	Prevention and diversion programs	10	
11*	Treatment and trauma-informed care	11	Final questions
12*	Dispositions	12	
13	Violence and gangs	13	Expert interview
14	Global issues in juvenile justice	14	Reaction essay 1
15*	The future of juvenile justice	15	
Finals	--	--	Reaction essay 2

*Denotes a week in which a video will be posted and a compare/contrast brief can be submitted; you must complete 3 briefs