

San José State University
Department of Justice Studies
JS 152; Sec 05: Juvenile Delinquency (Fall 2020)

Course and Contact Information

Instructor(s):	Janella Tolbert
Office Location:	N/A
Telephone:	Email is the best way to reach me.
Email:	Janella.tolbert@sjsu.edu
Office Hours:	Monday – Thursday (1:30pm to 3:30pm – appointment only via Zoom) Zoom link: https://sjsu.zoom.us/j/5668577084
Class Days/Time:	Monday & Wednesday 4:30pm – 5:45pm (Zoom)
Classroom:	Online via Canvas & Zoom
Note:	Must achieve a grade of “C” or better to fulfill Justice Studies major requirements.

Canvas, E-mail

- Canvas Course Page and E-mail Copies of course materials will be posted on Canvas. You are responsible for regularly checking your e-mail and Canvas (multiple times per week is recommended) regarding announcements, reminders, and any additional course materials. The majority of course materials will be posted in Adobe PDF format; if you choose to download them, you will need Adobe Reader to view the documents. There is no cost to download Adobe Reader (<http://get.adobe.com/reader/otherversions/>). Some course materials may need to be accessed via the internet (i.e., web sites).
- We will meet via Zoom at the set duration date and time for this course (i.e., Monday & Wednesday 12pm – 1:15pm). The link for the Zoom meeting will be sent via email at least 24 hours before class. Cameras **must** be turned on while in class. All students will be muted upon entry to eliminate any background noises and distractions. Please be in a quiet place where you are able to hear your peers and your instructor during class.

Zoom Classroom Etiquette

- All cameras must be turned on while in Zoom.
 - If you have to step away for a brief moment, please send me a private message while in the Zoom session.
- Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be Mindful of Background Noise and Distractions: Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.

- Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- Position Your Camera Properly: Be sure your webcam is in a stable position and focused at eye level.
- Limit Your Distractions/Avoid Multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- Any student that may have any special request for any individual accommodations will be considered on a case by case basis.
- Any student that needs accommodations or assistive technology due to a disability should work with the Accessible Education Center (AEC), and the instructor.
- The class will not be recorded.
 - In the event a class needs to be recorded, students will be notified at least 48 hours in advance.
 - If any classes are recorded, they will be posted to Canvas.
 - University policy (S12-7) requires consent from all individuals who will appear in a class recording. If a student does not wish to be identified in a class recording, you might allow an “anonymous” option (e.g., student temporarily turning off identifying information from the Zoom session, including name and picture, prior to recording)
- Students **are not** allowed to record the class without instructor permission.
 - Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor.
 - Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Course Format

- The mode of instruction for this course is in person with online supplements. Reliable access to a computer and the internet will be required. All written assignments will be submitted via Canvas and must be in Microsoft Word (*.doc or *.docx). If you do not currently own Microsoft Word, the software (both PC and Mac) is available for free to students: <http://its.sjsu.edu/services/software/microsoft-students/index.htm>
- Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students.
- Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative.

Course Description

This course will examine the issues of race, class, gender, ethnicity, economy and culture as it relates to punishment, the penal process, and social control.

E-mail Policy

Feel free to e-mail the instructor at any time (I check several times per day); however, please adhere to the email guidelines below:

- Please include in the “subject line” the course number, your name, and a specific description of your inquiry or comment (e.g., JS104, Your Name, subject). The instructor will not respond to “no subject” e-mails, or any e-mail where the student is not identified in either the subject line or body of the e-mail.
- E-mailed inquiries should be relatively short in nature. Students should request a time to chat (via Canvas) with me to discuss more extensive inquiries. Students will be referred to the course syllabus with respect to questions that are addressed by simply reading the syllabus.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Student will learn prevailing trends in offenses and psycho-social and demographic characteristics of juvenile offenders.
2. Student should gain a new understanding of what juvenile delinquency involves, as well as the ways juvenile delinquency is created and responded to.
3. Student will have an understanding of criminological theories that explain delinquent behaviors.
4. Student will have learned the contemporary institutional approaches to delinquency, including police, courts, and corrections.
5. Student will develop a critical understanding of prevailing approaches to juvenile delinquency.
6. Student will be able to formulate ways to address delinquency that promotes the common goal.
7. Student should read, write, and contribute to discussions at a skilled and capable level.

CLOs will be assessed through class exercises, reflection/written assignments, and exams.

Required Texts/Readings (Required)

Textbook

Bates, Kristin A. & Swan, Richelle S. (2019). *Juvenile Delinquency in a Diverse Society*. Thousand Oaks, CA: SAGE Publications, Inc.

ISBN: 9781544375434 (paperback); 9781544375458 (epub); 9781544375465 (epub); 9781544375472 (pdf)

Other Readings

Will be provided throughout the course by the instructor via canvas.

Other technology requirements / equipment / material

Computer and reliable internet connectivity.

Library Liaison

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Nyle Monday, nyle.monday@sjsu.edu.

Course Requirements and Assignments

- In order to participate in an online course, one must: (1) regularly access the Canvas page for the course; (2) pay close attention to any module prerequisites (i.e., what must be accomplished before accessing the next module) and module completion requirements; (3) be very mindful of due dates and times for all time-restricted components of the course; and (4) carefully read the syllabus, fully read all

announcements made by the instructor via Canvas, read all directions for course components. Beyond the completion of assigned readings, sufficient time must be spent contemplating the material for the purpose of being prepared to complete exams and written assignments. The graded participation component of this course (10%) will be determined by the timely completion of Canvas Discussions.

- E-mailed assignments will not be accepted. Assignments will only be accepted if submitted in Canvas unless otherwise directed. If you have issues uploading to Canvas, it is your responsibility to contact the IT department and resolve the issue. I will not accept technical issues as an excuse for late or missing assignments.
- Merely being present via Zoom is not enough to earn participation points. You must show you are engaged and actively contributing to the class discourse that day. And you must maintain professionalism and respect to the University, the instruction, and your fellow students.

Written Assignments

- General formatting requirements for written assignments include a cover page, page numbering, 1” margins, strict double-spacing, and Times New Roman 12pt. font. All assignments must be written in formal English, with college-level writing mechanics, and APA-style formatting, inclusive of in-text citations and references.
- Written assignments must be submitted to Canvas unless otherwise noted by the instructor. Students are 100% responsible for uploading the correct file when submitting an assignment. Failure to upload the correct file will result in a zero or an incomplete for the assignment depending on the grading structure. Assignments must include proper APA citation. Students must reference their journal articles in APA-style formatting. Students should refer to an APA style guide or the Online Writing Lab (OWL) from Purdue University at <https://owl.english.purdue.edu/owl/section/2/10/> if unclear about APA guidelines on in-text citations and reference pages.

Quizzes & Exams on Canvas

- Quizzes and exams will be completed online via Canvas and will be available for specific windows of time. Once a student begins a quiz, a limited amount of time will be given to complete it. See the course agenda for more information.
- Exams will be proctored in this course through Respondus Monitor and LockDown Browser. Please note it is the instructor’s discretion to determine the method of proctoring. If cheating is suspected the proctored videos may be used for further inspection and may become part of the student’s disciplinary record. Note that the proctoring software does not determine whether academic misconduct occurred but does determine whether something irregular occurred that may require further investigation. Students are encouraged to contact the instructor if unexpected interruptions (from a parent or roommate, for example) occur during an exam.
 - Please ensure that you have LockDown installed on your computer.

Canvas Discussions (Participation)

- Students will be required to post original comments, and replies to other students' comments, in response to topics posted by the instructor in the Discussions component of Canvas. Chosen topics will directly relate to readings. A set time frame will be in place for posting of comments and replies, students will only be able to post during said time frames.
- Each initial post (i.e., your original post) will have a minimum word expectation.
- Full credit (i.e., points) for each posted topic will require at least (3) substantive posts, one original post and two replies to other student's post.
 - Example: Amanda will post her original response to the discussion question.

- There should be at least two responses to Amanda’s post from her peers (i.e, Billy and Tim).
- Amanda will then respond to Tiffany and Cindy original post.
- When responding to your peers please read what is needed in the response post (i.e., agree/disagree, follow up questions, explanation, etc.).
 - No one should not have at least two responses under their original discussion post.
- Timely completion of Canvas Discussions will count towards course participation. See course schedule and check canvas.

Final Examination or Evaluation

There will be a midterm and final exam in this course to cover all course material and topics discussed and assigned. The final exam will not be cumulative.

Technical Difficulties

- Internet connection issues:
 - Canvas autosaves responses a few times per minute as long as there is an internet connection. If your internet connection is lost, Canvas will warn you but allow you to continue working on your exam. A brief loss of internet connection is unlikely to cause you to lose your work. However, a longer loss of connectivity or weak/unstable connection may jeopardize your exam.
- Other technical difficulties:
 - Immediately email the instructor a current copy of the state of your exam and explain the problem you are facing. Your instructor may not be able to respond immediately or provide technical support. However, the copy of your exam and email will provide a record of the situation.

Grading Information

Total Points	Grade	Total Points	Grade	Total Points	Grade
98.0 to 100	A plus	84.0 to 87.99	B	71.0 to 73.99	C minus
94.0 to 97.99	A	81.0 to 83.99	B minus	68.0 to 70.99	D plus
91.0 to 93.99	A minus	78.0 to 80.99	C plus	64.0 to 67.99	D
88.0 to 90.99	B plus	74.0 to 77.99	C	61.0 to 63.99	D minus

Determination of Grades

- Participation – 100 points
- Midterm / Group Project – 100 points
- Essay – 100 points
- Discussion Post – 50 points
- Quizzes – 50 points
- Final Exam – 100 points
 - Total = 500 points

Classroom Protocol

Students are expected to:

- Come to class prepared and ready participate.
- Complete all readings and assignments as scheduled on the syllabus.
- Check canvas and mysjsu regularly and be aware of any changes in the class schedule.

- Be respectful to their classmates in discussions and debates.
- Turn off their cell phones while class is in session.
- Late work will not be accepted.
- General questions (format, deadlines, etc.) can be posted on the course Q&A Board on Canvas or asked during class.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo>

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please inform me immediately by emailing me or by making an appointment with me as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

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Course Schedule

This schedule is subject to change with fair notice from the instructor via email and/or canvas announcements.

Date	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add extra column(s) to meet your needs.)</i>
August 19, 2020	<ul style="list-style-type: none"> • Access course via canvas. • Read welcome announcement • Complete welcome discussion due by 8/24/2020 at 11:59pm
August 24 & 26, 2020	<p>August 24 – Zoom Session</p> <ul style="list-style-type: none"> • Discuss Chapter 1 of Juvenile Delinquency in a Diverse Society (JDDS) <p>August 26 – Zoom Session</p> <ul style="list-style-type: none"> • Continue Chapter 1 discussion • Canvas Discussion for Chapter 1 (Opens – 8/27 at 12am; Closes & Due 8/30 at 11:59pm)
August 31 & Sept. 2, 2020	<p>August 31 – Zoom Session</p> <ul style="list-style-type: none"> • Discuss Chapter 2 of Juvenile Delinquency in a Diverse Society (JDDS) <p>September 2 – Zoom Session</p> <ul style="list-style-type: none"> • Continue Chapter 2 discussion • Canvas Discussion for Chapter 2 (Opens – 9/3 at 12am; Closes & Due 9/6 at 11:59pm)
Sept. 7 & Sept. 9, 2020	<p>September 7 – NO Zoom Session</p> <ul style="list-style-type: none"> • Labor Day – no class <p>September 9 – Zoom Session</p> <ul style="list-style-type: none"> • Discuss Chapter 3 of Juvenile Delinquency in a Diverse Society (JDDS)
Sept. 14 & Sept. 16, 2020	<p>Sept. 14 – Zoom Session</p> <ul style="list-style-type: none"> • Continue Chapter 3 discussion • Canvas Discussion for Chapter 3 (Open – 9/14 at 6pm; Due 9/15 at 11:59pm) <p>Sept. 16 – Zoom Session</p> <ul style="list-style-type: none"> • Quiz (Chapters 1 – 3) • Group project information given • Canvas Discussion (Opens – 9/16 at 12am; Closes & Due 9/20 at 11:59pm)
Sept. 21 & Sept. 23, 2020	<p>Sept. 21 – Zoom Session</p> <ul style="list-style-type: none"> • Discuss Chapter 4 of Juvenile Delinquency in a Diverse Society (JDDS) <p>Sept. 23 – Zoom Session</p> <ul style="list-style-type: none"> • Continue Chapter 4 discussion • Canvas Discussion for Chapter 4 (Opens – 9/24 at 12am; Closes & Due 9/27 at 11:59pm)

Date	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add extra column(s) to meet your needs.)</i>
Sept. 28 & Sept. 30, 2020	Sept. 28 – Zoom Session <ul style="list-style-type: none"> • Discuss Chapter 5 of Juvenile Delinquency in a Diverse Society (JDDS) Sept. 30 – Zoom Session <ul style="list-style-type: none"> • Continue Chapter 5 discussion • Canvas Discussion for Chapter 5 (Opens – 10/1 at 12am; Closes & Due 10/5 at 11:59pm)
Oct. 5 & Oct. 7, 2020	Oct. 5 – Zoom Session <ul style="list-style-type: none"> • Discuss Chapter 6 of Juvenile Delinquency in a Diverse Society (JDDS) • Research paper information given Oct 7 – Zoom Session <ul style="list-style-type: none"> • Continue Chapter 6 discussion • Canvas Discussion for Chapter 6 (Opens – 10/8 at 12am; Closes & Due 10/11 at 11:59pm)
Oct. 5 & Oct. 7, 2020	Oct. 5 – Zoom Session <ul style="list-style-type: none"> • Discuss Chapter 7 of Juvenile Delinquency in a Diverse Society (JDDS) Oct 7 – Zoom Session <ul style="list-style-type: none"> • Continue Chapter 7 discussion • Canvas Discussion for Chapter 7 (Opens – 10/8 at 12am; Closes & Due 10/11 at 11:59pm)
Oct. 12 & Sept. 14, 2020	Oct. 12 – Zoom Session <ul style="list-style-type: none"> • Quiz (Chapters 4 – 6) • Discuss Chapter 8 of Juvenile Delinquency in a Diverse Society (JDDS) Oct. 14 – Zoom Session <ul style="list-style-type: none"> • Continue Chapter 8 discussion • Canvas Discussion for Chapter 8 (Opens – 10/15 at 12am; Closes & Due 10/18 at 11:59pm)
Oct. 19 & Oct. 21, 2020	Oct. 19 – Zoom Session <ul style="list-style-type: none"> • Group project presentations Oct 21 – Zoom Session <ul style="list-style-type: none"> • Discuss Chapter 9 of Juvenile Delinquency in a Diverse Society (JDDS) Canvas Discussion for Chapter 9 (Opens – 10/22 at 12am; Closes & Due 10/25 at 11:59pm)
Oct. 26 & Oct. 28, 2020	Oct. 26 – Zoom Session <ul style="list-style-type: none"> • Discuss Chapter 10 of Juvenile Delinquency in a Diverse Society (JDDS) Oct 28 – Zoom Session <ul style="list-style-type: none"> • Continue Chapter 10 discussion Canvas Discussion for Chapter 10 (Opens – 10/29 at 12am; Closes & Due 11/1 at 11:59pm)

Date	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add extra column(s) to meet your needs.)</i>
Nov. 2 & Nov. 4, 2020	Nov. 2 – Zoom Session <ul style="list-style-type: none"> • Discuss Chapter 11 of Juvenile Delinquency in a Diverse Society (JDDS) Nov. 4 – Zoom Session <ul style="list-style-type: none"> • Continue Chapter 11 discussion • Canvas Discussion for Chapter 11 (Opens – 11/5 at 12am; Closes & Due 11/8 at 11:59pm)
Nov. 9 & Nov. 11, 2020	Nov. 9 – Zoom Session <ul style="list-style-type: none"> • Quiz (Chapters 7 – 10) • Discuss Chapter 12 of Juvenile Delinquency in a Diverse Society (JDDS) Nov. 11 – NO Zoom Session <ul style="list-style-type: none"> • Veteran’s Day – no class
Nov. 16 & Nov. 18, 2020	Nov. 16 – Zoom Session <ul style="list-style-type: none"> • Continue Chapter 12 discussion • Canvas Discussion for Chapter 12 (Opens – 11/16 at 6pm; Closes & Due 11/17 at 11:59pm) Nov. 18 – Zoom Session <ul style="list-style-type: none"> • Discuss Chapter 13 of Juvenile Delinquency in a Diverse Society (JDDS)
Nov. 23 & Nov. 25, 2020	Nov. 23 – Zoom Session <ul style="list-style-type: none"> • Continue Chapter 13 discussion • Canvas Discussion for Chapter 13 (Opens – 12/3 at 12am; Closes & Due 12/6 at 11:59pm) Nov. 25 – Zoom Session <ul style="list-style-type: none"> • Discuss Chapter 14 of Juvenile Delinquency in a Diverse Society (JDDS) • Canvas Discussion for Chapter 14 (Opens – 11/26 at 12am; Closes & Due 11/29 at 11:59pm)
Nov. 30 & Dec. 2, 2020	Nov. 30 – Zoom Session <ul style="list-style-type: none"> • Discuss Chapter 15 of Juvenile Delinquency in a Diverse Society (JDDS) Dec. 2 – Zoom Session <ul style="list-style-type: none"> • Continue Chapter 15 discussion • Canvas Discussion for Chapter 15 (Opens – 12/3 at 12am; Closes & Due 12/6 at 11:59pm)
Dec. 7 & Dec. 9, 2020	Dec. 7 – Zoom Session <ul style="list-style-type: none"> • Review for Exam Dec. 9 – Zoom Session <ul style="list-style-type: none"> • Review for final exam

Date	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add extra column(s) to meet your needs.)</i>
December 10, 2020	Final Exam *More information to be given at a later time.