

final thoughts...



E-mail Policy: E-Mail is an excellent resource and I welcome students to use e-mail to ask questions regarding class material or for clarification of assignments. I will try to respond to your e-mail as soon as I can; however, students should be aware that I do not necessarily check my e-mail every day, and thus there is no guarantee that I will respond in a timely fashion. If you have a question or concern in need of an immediate response you, should call my office and / or come to office hours. In addition, please be advised that I will **NOT** discuss your grades via e-mail and any questions of this nature must be discussed with me during my office hours. I **DO NOT ACCEPT** class assignments (paper, exams, etc.) through e-mail. Rather; they are to be turned in during class **or uploaded into CANVAS** If a student misses a handout they, should go to CANVAS or come to my office to collect one (I have copies of all handouts distributed in class outside my office door and /or on CANVAS). If a student misses a class lecture, they should get the notes from a classmate; if they are unable to do so, they can come to my office hours and look at my notes. I will not make copies of my notes for students nor will I e-mail students copies of my notes.

Please put **SOC 301** on the subject line of all e-mails

Student Folders: I will keep an individual file folder for each student in this class. At any point, you are welcome to come and pick up the items collected in your folder (assignments, quizzes, or exams you did not pick up). I will bring these folders to class prior to finals week to be sure that everyone has had an opportunity to pick up all assignments. These folders will be kept in my office until the second week of the following semester. After that point, anything not picked up will be recycled. If you want items that you are unable to pick up before this deadline, you must call me and let me know that you want me to save your materials to be picked up at a later date.



Cell Phones and all other devices (tablets, laptops, etc.) are to be off or silenced during class. Please be sure these devices are put away out of view during class; there is no text messaging, web browsing, etc., during class.

Grades

Letter grades will be assigned based on the percentage of the possible points that are earned. The point system may be revised. Bring your syllabus and reading schedule to class so you can note any changes.

Grade	Percent
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	59 & below

Spring 2019

*Class Meets in 308 CCC
Tuesday and Thursday
Sec 2 11:00-12:15
Sec 3 12:30-1:45*



Syllabus

SOC 301 *Juvenile Delinquency*

Course Objectives

By the end of the course, you should:

1. *Understand how the concept of delinquency has been constructed throughout history.*
2. *Understand the various issues and problems confronting today's youth.*
3. *Understand the various ways that research is conducted in the area of juvenile delinquency and the various sources of juvenile delinquency statistics.*
4. *Understand the major theoretical explanations of delinquency.*
5. *Understand the history and development of Juvenile Justice.*
6. *Understand the various careers available in the juvenile delinquency field.*

This course is designed to give students a broad understanding of juvenile delinquency from a sociological perspective.

Writing Emphasis (GDR) and Communication in the Major Class (GEP)

This is a writing emphasis class and a communication in the major course—thus instruction on writing and presenting in Sociology (both academic and applied) will be incorporated in all aspects of the course. Specifically, we will discuss the kinds of writing done in scholarly journals and research reports on juvenile delinquency. Students will be placed in peer editing groups early in the semester. The peer editing group members will work together to assist with general writing improvement. We will spend a substantial amount of time discussing the role of peer editors early in the semester. Please note that while peer editing will be used in this class, I am also willing to work with each student on his or her writing and will give written feedback for all major written and oral assignments.

Students will also work individually and in groups to communicate orally and be asked to present their work and ideas to their classmates. Upon completing this class, students will be able to:

- ◆ Apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
- ◆ Critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication.



Student Engagement Expectation

Attend Class: Due to the active role students play in this course, regular attendance is strongly encouraged. While attendance may not be checked daily, excessive absences will negatively affect your final grade. There will be random attendance days where points will be given. Students not in class will not receive these points. Students are responsible for all information and assignments missed during their absences—including announcements concerning any changes in the course schedule.



Complete Assigned Reading: Students are expected to have completed the assigned readings prior to coming to class (see schedule of readings insert). Come to class prepared to ask questions and to discuss the readings of the day.

Participate : Student engagement is directly linked to success in the classroom, and when you are engaged in the classroom, you become a full participant in what you're learning. A large portion of this class will be devoted to discussion and group activity. Students are expected to contribute their viewpoints regarding assigned readings and topics during class discussion.

Students with Disabilities

The University has a legal responsibility to provide accommodations and program access as mandated by Section 54 and the Americans with Disabilities Act (ADA). The university's philosophy is to not only provide what is mandated but also convey its genuine concern for one's total well-being. If accommodations are needed, please contact the instructor as well as the Disability and Assistive Technology Center (DATC), located in 609 LRC. DATC contact information:

(715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu

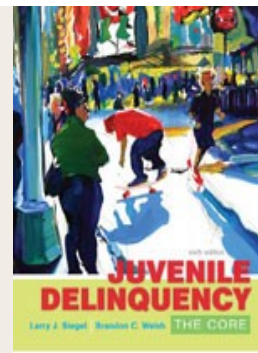
Canvas Policy

All class assignments, course material, and grades will be posted on Canvas. Students are expected to check CANVAS at least twice a week. Any errors or concerns regarding CANVAS postings must be discussed with the instructor.

Required Reading

Siegel, Larry J and Brandon C. Welsh. Juvenile Delinquency: The Core.

CANVAS Readings and video links available on CANVAS



Student Rights and Responsibilities

This class will adhere to all guidelines established in the UWSP Community Rights and Responsibilities. If you are not fully aware of these rights and responsibilities please see the Student Rights and Responsibilities available in PDF format at <http://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>, specifically you may wish to examine Chapter 14—Student Academic Standards and Disciplinary Procedures .

Class Assignments and Expectations

Student Canvas Orientation Quiz (10 points) must be complete by Friday the second week of class (Friday 2-1) at 9 PM

Quizzes: (150 points)

With the exception of the first week, there will be a quiz on the assigned reading and lecture material each week. Some of these quizzes will be given in class and others will be on Canvas. Each quiz will be worth 25 points. The six highest quiz scores count. **No, makeup** quizzes will be given.

Exams: (200 points)

There will be two exams in this class—a midterm and a final. These exams will cover information from class lectures, guest speakers, audio-visual materials, and the readings indicated on the course schedule. You are responsible for all readings and information presented in class. Any changes to these dates will be announced in class. You will take these exams on Canvas. Each of these exams is worth 100 points.

Collaborative Contribution/Peer Editing/In Class Topic Discussions: (50-150 points)

There will be several individual and group in-class assignments given throughout the semester ranging from peer editing to small group or individual presentations or discussions. These assignments will be completed in class. During the first few weeks of class, students will be given a chance to contribute to the nature of activities they have options. Students not in class on these days will not receive these points

Blended Class Writing Assignments (100 points): There will be 6 blended classes which require you to do an out of class writing assignment. These assignment will be posted on Canvas by 9 AM on the blended class day. Many of these assignments will be used to peer edit in a later class.

Project Plan Assignment: (50 points)

A project plan assignment is due during the first portion of the semester. This assignment is basically an essay detailing your plan for the class project that is due at the end of the semester. This assignment will be submitted on Canvas.

Major Project and Project Presentation: (150 points) Students can select one of the following two options:

Research Paper Option: This paper is assigned so you can explore a delinquency issue in-depth. It is expected that you will spend a substantial amount of time doing library research on your topic. This paper is to be professionally written, proofread, and properly cited. Suggested topics and specific guidelines for this paper will be discussed in class.

Service Learning Option: This option requires that students engage in a minimum of 15 –20 hours of community service/volunteer work working with a youth population. There is much flexibility in the selection of an agency or organization to work with. The bottom line is that you must spend your hours involved with a youth population. Students are required to keep a journal in which they are to reflect on and discuss their service learning experience in writing. A more de-

This is a blended class- which means that some of the class will require students to complete class work online instead of in the class room. This includes, but is not limited to, videos, assignments, discussions, and exam. All out of class activities and assignments will be submitted on Canvas. I will not accept any assignments completed outside of class in any other form (no paper or e-mail submissions).

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Criminal Justice Coordinator*

Department of Sociology & Social Work

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please see e-mail policy

Office Hours

**Monday and Wednesday 11:00-11:50
Thursday 10:00-10:50**

Each student is strongly encouraged to meet with me individually at least once during the semester in order to discuss their status in the class, review notes, address questions, etc. In addition to regular scheduled office hours, students are also welcome to make appointments for other times or to call me at home. Occasionally, I may have to cancel office hours, and I will make every effort to announce this in class. If I cannot make it in on a day when I have a scheduled appointment I, will make every effort to call you so that we can reschedule. It is, therefore, important that you give me your current phone number when making appointments, especially if it differs from what is listed in the student directory.



2019 SOC 301 tentative class schedule

week	date	topic	reading	assignments
week 1	1/24	The Risks and Rewards of Adolescence	Ch. 1 pages 1-10	
week 2	1/29 1/31	The Social Construction of Childhood ASA in class assignment	Ch. 1 pages 11-31 See ASA link and guide	Paper plan due in Canvas drop box by 9 PM ASA due in drop box 2-8 at 9 AM
week 3	2/5 2/7	The Nature and Extent of Delinquency Blended class 1 posted on Canvas by 9 AM	Ch 2 pages 32-43 Ch 2 pages 44-56	Blended assignment 1 due 2-14 at 9 PM
week 4	2/12 2/14	Individual Views of Delinquency: Choice Theories Individual Views of Delinquency: Trait Theories	Ch. 3 pages 57-71 Ch. 3 pages 71-92	
week 5	2/19 2/21	Sociological Views on Delinquency Sociological Views on Delinquency/peer editing	Ch. 4 pages 96-110 Ch. 4 pages 111-126	
week 6	2/26 2/28	Developmental Views on Delinquency Developmental Views on Delinquency	Ch. 5 pages 127-137 Ch. 5 pages 138-154	
week 7	3/5 3/7	Exam Review in class Blended class 2 posted on Canvas by 9 AM	Exam 1 posted in Canvas	Exam 1 due 3-14 at 9 PM No written requirement for Blended class 2
week 8	3/12 3/14	Gender and Delinquency` Blended class 3 posted on Canvas by 9 AM	Ch. 6 pages 153-166 Ch. 6 pages 167-178	Exam 1 posted in Canvas due 3-14 at 9 PM
Week 9	3/19 3/21	Spring Break Spring Break		
Week 10	3/26 3/28	Girl Trouble film available on Canvas Blended class 4 posted on Canvas by 9 AM		Blended assignment due 4-5 at 9 PM
week 11	4/3 4/5	Family and Delinquency Family and Delinquency	Chapter 7 pages 179-190 Chapter 7 pages 191-207	
week 12	4/10 4/12	Peers and Delinquency Blended class 5 posted on Canvas by 9 AM	Chapter 8 pages 208-221 Chapter 8 pages 222-236	Blended assignment due 4-19 at 9 PM
week 13	4/17 4/19	Schools and Delinquency Schools and Delinquency	Chapter 9 pages 237-245 Chapter 9 pages 246-268	

week 14	4/24	Drug Use and Delinquency	Chapter 10 page 269-280	
	4/26	Blended class 6 posted on Canvas by 9 AM	Chapter 10 page 281-296	Blended assignment due 5-3 at 9 PM
week 15	5/1	Delinquency Prevention	Chapter 11 pages 297-320	
	5/3	Delinquency Prevention	Chapter 11 pages 322-326	
week 16	5/8	PRESENTATION	Chapter 12 pages 327-350	Final exam posted in Canvas quiz
	5/10	PRESENTATIONS		
sec 2	5/14	5/14/2018, Monday 12:30PM - 2:30PM		
sec 3	5/16	5/16/2018, Wednesday 10:15AM - 12:15PM		