

Juvenile Delinquency

CRIM 332 | On-Demand

BASIC CLASS INFORMATION

Instructor: Dr. Kyle Maksuta
Time: Asynchronous
Location: Online
Email: kyle.maksuta@wku.edu
Office: Grise Hall 111
Office Hours: M/W 10:30am – 12:00pm

REQUIRED BOOKS AND RESOURCES

Bates, Kristin A. and Richelle S. Swan. 2020. *Juvenile Delinquency in a Diverse Society*, 3rd edition. Thousand Oaks, CA: SAGE Publications, Inc. (ISBN: 9781544375434)

This course utilizes first day access. This means the textbook for this course are made available in digital format through the LMS (Blackboard), and the cost will be reflected on your student account. You can opt out of this program. Please keep an eye out for an email from the bookstore when the course starts explaining this.

BOOK REPORT REQUIREMENT

You will be required to purchase, rent, or borrow **one** of the following books for the module 2 book report due in this course. I advise that you review these books early to get an idea of which one you think you might want to read.

Important: These books are not included in first day access!

Contreras, Randol. 2013. *The Stickup Kids: Race, Drugs, Violence, and the American Dream*. Berkeley, CA: University of California Press.

Goffman, Alice. 2014. *On the Run: Fugitive Life in an American City*. Chicago, IL: University of Chicago Press.

Rios, Victor M. 2011. *Punished: Policing the Lives of Black and Latino Boys*. New York, NY: New York University Press.

Morris, M.W. (2016). *Pushout: The criminalization of black girls in schools*. New York: The New Press.

COURSE DESCRIPTION

This course will help students understand the phenomenon of juvenile delinquency in the context of real communities and social policies, integrating the many social factors that shape juvenile delinquency and its control (including race, ethnicity, socioeconomic class, gender, and sexuality). Offering a thorough mix of traditional and cutting-edge theories, research, and practices, this course also helps students answer many of the difficult questions on juvenile delinquency that they will face in their careers and lives.

COURSE GOALS

- 1) Identify and discuss potential causes of juvenile delinquency – including biological, psychological, and sociological – in society and society's responses to juvenile delinquency.
- 2) Examine and refine analytical, reasoning, and connective abilities, recognizing how theory and social variables are connected and interdependent as they relate to juvenile delinquency.
- 3) Discuss the historical antecedents of juvenile justice policy and responses, and the consequences, both manifest and latent, and how current public responses shape Juvenile Justice outcomes.
- 4) Apply juvenile delinquency theory to juvenile justice policy and real world examples to develop solutions to societal issues surrounding juvenile delinquency with a focus on race, gender, and class.
- 5) Develop your skills in communication, collegiality, critical thinking, teamwork, and problem solving, and evaluate you and your teammates.
- 6) Compare, contrast, and articulate how your thinking about juvenile delinquency has changed throughout the semester.

HOW YOU WILL BE ASSESSED

Unit Quizzes (25% of final grade)

Each unit in this course will be accompanied with one quiz, for a total of 12 unit quizzes. These quizzes will cover the main concepts presented in each unit. The quizzes consist of 21 questions, with 20 multiple choice/true/false questions worth 1 point each, and one essay question worth 5 points, totaling 25 points for a quiz. Collectively, these quizzes will account for 25% of your final grade in the course. These quizzes are crucial components of your academic journey in this course, enabling you to consolidate and apply your knowledge.

Module Reflection Journal/Exercise (25% of final grade)

Reflections are designed to focus your critical thinking and understanding of specific issues, encouraging you to apply your knowledge and organize evidence to form coherent arguments. There are three reflection exercises throughout this course, one for each module, and all three are mandatory. For each, you will need to write an essay responding to one of the provided prompts. Your essay should be 2-3 pages in length, double-spaced, with standard margins and font size.

Cite all external sources within the text using APA formatting and provide a list of references at the end. Please include only your name and prompt number at the top of the page as the heading. Collectively, reflection papers are worth 25% of your final grade.

Formal Assessments (50% of final grade)

This course is designed with three formal assessments. The first formal assessment covering module 1, will be a multiple choice/true-false exam. The second assessment will be a book report, and the last formal assessment will be a short research paper. I have decided to use different assessment types for a few reasons, but mostly because some students excel on some assessment types, while others on more varied assessments. You must complete a module's formal assessment before the next module will open up for you regardless of whether the timed release has occurred.

GRADING

Grading Breakdown	Percent of Overall Grade
Unit Quizzes	25%
Module Reflections	25%
Formal Assessments	50%

Grading Scale:

A	= 90-100%
B	= 80-89%
C	= 70-79%
D	= 60-69%
F	= below 60%

GENERAL COURSE GUIDELINES

Instructor Availability and Office Hours: I will be available for my scheduled office hours unless told otherwise. You do not need to schedule an appointment to come see me, however, I strongly encourage if you would like to meet with me during my scheduled office hours that you reach out if it is to discuss anything outside of what is covered in class, including mentoring, research opportunities, or other extracurricular community engagement work. If you require a meeting outside of my scheduled office hours, please email me so that we can schedule a time that works for both of us.

Academic integrity: Any student who engages in academic dishonesty (e.g., cheating, plagiarism, fabrication, and facilitating academic dishonesty), will receive a failing grade on the exam or assignment. I will also submit a report to the university Office of Student Conduct where the student may face more serious punishments (suspension, expulsion etc.) Please familiarize

yourself with the Undergraduate Academic Regulations (ignorance is no excuse!):
<https://www.wku.edu/handbook/academic-dishonesty.php/> <https://www.wku.edu/handbook/>

Use of Artificial Intelligence (AI) and Language Learning Models (LLM) in this Course: In this course, we recognize and encourage the use of AI tools, such as ChatGPT, as helpful aids in your academic journey. These tools can be utilized for various tasks such as formatting assistance, the development of paper outlines, and the editing process of your assignments. AI technology is a powerful tool that can enhance your understanding and help streamline your workload. However, while these tools are available for your assistance, it is crucial to remember that they are to complement your academic efforts and not replace your original work. Therefore, copying and pasting content directly from AI sources is strictly prohibited. The primary goal of this course is for you to engage in independent critical thinking, apply course material, and produce original content. AI tools should aid this process and not substitute for your individual contribution. Infringement of these guidelines can lead to penalties as per the academic misconduct policy of the institution. Your responsibility is to ensure that the work you submit is genuinely your own, reflecting your understanding and your voice. For this course, we will use (*APA citation style*). *Examples of citing AI are available at:* [https://libguides.wku.edu/stylewrite/ai.](https://libguides.wku.edu/stylewrite/ai/) Be sure to make the best, ethical use of AI tools to enhance your learning experience!

E-mail Etiquette: I will only accept emails from your WKU email account! (abcd@wku.edu) Additionally I will do my best to respond within 48 hours. If you have not heard from me after 5 business days, please reach out again. When emailing please include in the subject line the course number and time/date of the class. Furthermore, please use spell check and watch for grammatical errors.

Students with disabilities and ADA Accommodations: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination & Harassment: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Deborah Wilkins, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

The Learning Center Peer Tutoring Services: The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit www.wku.edu/tlc.

Regular and Substantive Interaction: The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage (<https://www.wku.edu/citl/rsi.php>).

In this course, regular and substantive interaction will take place in the following ways:

- Welcome message with instructor introduction, and description of course content and student expectations.
- Suggested course schedule with time management recommendations to successfully complete a self-paced, On Demand course within a specific timeframe.
- Communication and interaction via email along with expected response of 48 hours listed in syllabus and posted within the course.
- Office Hours listed in syllabus and posted within the course.
- A total of 3 Module Reflection written assignments along with 3 formal assessments with written components within each learning module requiring grades / feedback. Each assignment must be completed before proceeding to the next learning module.
- All graded assignments will be graded within a 2-week period, with feedback.