

**Department of Sociology, William Paterson University, Wayne, NJ**  
Juvenile Delinquency SOC3670-80 & CCJ3670-80  
Syllabus – Winter 2015

**Professor**

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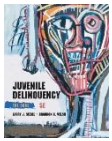
**Office Hours**

No campus office hours during winter session. I am happy to talk over phone if you send me your phone number and a good time to call.

**Course Prerequisites**

SOC 101 Principles of Sociology

**Required Text and Web Tutor**



Text Book: Juvenile Delinquency: The Core, 5th Edition by Larry J. Siegel & Brandon C. Welsh  
ISBN-10: 1285067606 ISBN-13: 9781285067605. You can get the regular printed textbook (for about \$182 new or about \$140 used) depending on where you look for it **OR** You can buy the text as an e-book for about \$89.99 at [www.ichapters.com](http://www.ichapters.com) or [www.coursesmart.com](http://www.coursesmart.com)

**Other Requirements**

- a. Use of College Email is required.
- b. This being an online course, Blackboard will be used for posting course lectures, announcements, submitting assignments, tests and all forms of communication. You should log in to Blackboard a couple of times every week to access course materials and complete the course requirements. I will be using, video, audio, PowerPoint, MS-Word, Adobe PDF file formats. Please make sure you have the necessary software on your computers.
- c. I have attached more details about BlackBoard and online courses at the end of the syllabus. If you have any doubts and concerns please email me.
- d. You are expected to read the assigned text book and participate in all activities of the class. All work **MUST** be submitted as per the deadlines. **No late submissions will be accepted.**
- e. Your submission towards discussion board participation will be counted as attendance. Standard WPU attendance policy applies.

**Course Description**

This course will introduce to the students an overview of:

- a. The nature and extent of juvenile delinquent behaviors;
- b. Various causes of delinquent behaviors; and
- c. Social reactions toward the delinquency problems.

**Course Objectives**

- a. To acquaint students with the nature, extent, and patterns of juvenile delinquent behaviors;
- b. To acquaint students with the development of juvenile delinquent behaviors, prevention programs, and juvenile justice system;
- c. To develop an understanding of various theories about juvenile delinquent behaviors;
- d. To develop an understanding of the interrelationship among theory, research, and application of research in juvenile delinquency.

**Student Learning Outcomes**

- a. Understand the nature, extent, and patterns of juvenile delinquent behaviors;
- b. Understand briefly the major delinquency prevention programs and development of juvenile justice system;
- c. Understand various theories of juvenile delinquent behaviors; and
- d. Do research on juvenile delinquent behaviors.

## Important Deadlines

LATE PAPERS AND POSTINGS WILL **NOT** BE ACCEPTED! **NO EXCEPTIONS**

Date	Due on Blackboard
Monday, December 22	Key Terms Chapters 1 & 2
Tuesday, December 23	Discussion Board One
Wednesday, December 24	Nothing Due
Thursday, December 25	Nothing Due
Friday, December 26	Key Terms Chapters 3 & 4
Saturday, December 27	Discussion Board Two
Sunday, December 28	Nothing Due
Monday, December 29	Key Terms Chapters 5, 6 & 7
Tuesday, December 30	Discussion Board Three
Wednesday, December 31	Nothing Due
Thursday, January 1	Nothing Due
Friday, January 2	Key Terms Chapters 8 & 9
Saturday, January 3	Discussion Board Four
Sunday, January 4	Nothing Due
Monday, January 5	Key Terms Chapters 10 & 11
Tuesday, January 6	Discussion Board Five
Wednesday, January 7	Nothing Due
Thursday, January 8	Key Terms Ch12, Ch13 & Ch14
Friday, January 9	Discussion Board Six
Saturday, January 10	Nothing Due
Sunday, January 11	Autobiography Paper

## Here is what you will do:

- You will read the textbook chapters. You will also access and read/watch/listen to all material provided in the folder for each chapter in Course Documents on BlackBoard.
- You will pick any ten key terms from the end of each chapter, write about them in your own words and submit them as a word document to the Assignments Section of BB as scheduled above. I am doing this because I feel quizzes really do not do the job of making you folks read the textbook! And students always complain that the time for quizzes is too less. It is 10 key terms for each chapter.
- You will participate and respond to the chapter discussion board posts or DB as scheduled above. You can pick a question from any one of the chapters for that deadline as listed above (Example: For Discussion Board 1 you will pick an end of chapter question from either Chapter 1 or Chapter 2). Respond to the question critically. Pick a question that stimulates critical discussion as opposed to one that just asks for facts. **Please review the Discussion Board grading rubric at the end of the syllabus** to understand how you are being graded on this. You have two days to work on each DB. In addition to responding to the end of chapter question, I expect you to write and respond to other classmates on both days totaling at least four response posts over the period of two days.
- You have one paper for this class. For your papers, the details are provided under BB>Assignments. Please follow all instructions to complete your papers.

## Grading

Here is a break-up of the Total grade:

Key Terms	15% of grade
Discussion posts	60% of grade
Paper	25% of grade.

The grading scale is as follows:

- 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<60

**Refer to the Student Handbook for information about various policies and support services, especially:**

- Services for Students with Disabilities
- Academic Integrity Policies
- Attendance
- Complaints about Grades
- Writing Center

The online version of the student handbook can be found at:

<http://www.wpunj.edu/dotAsset/311881.pdf>

### Discussion Board Rubric

Please BE SURE to follow the grading rubric, when you write your posts and CAREFULLY PROOFREAD POSTINGS BEFORE YOU SUBMIT THEM. As the rubric indicates, GRAMMATICAL AND SPELLING ERRORS WILL RESULT IN SUBSTANTIALLY LOWER GRADES!

You may earn up to 10 points (100%) per Board, 9 points = 90%, 8 points = 80% (etc.)

#### You may earn up to 10 points per Board.

	0 to 1.9 Points	2.0 to 3.9 Points	4.0 to 5.9 Points	6.0 Points
<b>Content</b> (6 points)	<b>A1:</b> Content is less than minimal AND/OR there are several factual errors	<b>A2:</b> Includes only minimal information and minimal critical analysis about the topic.	<b>A3:</b> Displays clear knowledge and critically analyzes the topic. Introduces good real world examples by way of external links/videos/news etc. Subject knowledge appears to be good and is different from postings submitted by other students earlier.	<b>A4:</b> Covers topic in-depth and provides an excellent critical analysis of the topic. Details and examples are different from those submitted by other students earlier. Introduces excellent real world examples by way of external links/videos/news etc and explains its relation to the topic. Subject knowledge is excellent.
	0 to .4 points	.5 to .9 points	1.0 to 1.9 points	2.0 Points
<b>Grammar/Clarity</b> (2 points)	<b>B1:</b> Contains so many grammatical and/or spelling errors it is difficult to comprehend.	<b>B2:</b> Contains multiple grammatical and/or spelling errors that make it somewhat difficult to follow.	<b>B3:</b> Contains few grammatical and/or spelling errors. The quality of writing is not a distraction.	<b>B4:</b> There are no grammatical and/or spelling errors and the writing is excellent.
	0 to .4 points	.5 to .9 points	1.0 to 1.9 points	2.0 Points
<b>Discusses topic effectively with others</b> (2 points)	<b>C1:</b> Does not mention or minimally mentions any other student's posting. Provides 1-2 additional	<b>C2:</b> Mentions a student's posting but does not discuss it in any depth. Provides all 3-4 additional	<b>C3:</b> Discusses a classmate's posting in some depth and with some substance. Provides 2-3 additional postings over 2 days.	<b>C4:</b> Discusses a classmate's posting effectively and offers a substantive critique of or support of it. Provides 4

postings on the same day.

postings on the same day.

or more additional postings over 2 days.

### **Delinquency Autobiography Paper (25% of grade)**

Write your delinquency autobiography. Describe past and/or current involvement in delinquent behavior, and then analyze it. Use at least two of the theories presented in the textbook to explain why your life unfolded the way it has. If you have always lived the "straight and narrow" life, then use two theories to explain why you did not get involved in various delinquent behaviors. The paper should be 4 to 5 full pages in length, typed, and double-spaced (using a 12-point font size and 1-inch margins on all sides). I will dock points if the paper does not meet these requirements.

All of the content in your papers will remain confidential, and will not affect how I treat you as a student. If you are in doubt as to whether or not you should include something in your paper though, do not include it-- only write about what you feel comfortable discussing. Papers will not be viewed by anyone but me.

Include the following in your paper:

1. Part I (25%): Describe your involvement in current and/or past delinquent behaviors (or lack of the same).
2. Part 2 (25%): Describe the theories you want to apply to your delinquency autobiography in detail, using the textbook and/or lecture notes. You may also use outside sources that have additional information about theories discussed in class. Assume that I do not know these theories. I want to know that you really know and understand them yourself. You are the expert explaining the theories to the reader.
3. Part 3 (40%): Analyze your aforementioned behaviors in the context of the theories you chose (Why did I engage in these behaviors? Why do I continue to do these behaviors? Why did I change from some types of deviant behaviors to others? or, Why did I stop altogether?). Use terms and ideas from the theories to explicitly link the theory to your behaviors. Be specific.
4. Writing quality such as organization, word usage, spelling, grammar, etc (10%): Your paper should be well written and should read like a well-reasoned argument rather than a series of unrelated ideas. Taking time to proofread work takes care of most of these kinds of errors.

### **How to Access Blackboard:**

To log on to Bb point your web browser to <http://bb.wpunj.edu> and click the Login button in the upper left.

Then enter your username and password in the spaces provided and click login again -- you'll find your course Bb sites listed on the right. Some things to be aware of as you work with Blackboard:

1. You probably won't find all your courses listed; the only ones that will appear are those that have been activated by the professor teaching the course. Professors who don't use Blackboard will not activate their courses.
2. Your username is comprised of your lastname and firstinitial, usually appended with a numeral. If you don't know your WPUNJ system username password you can use the Username lookup link at <http://bb.wpunj.edu> or go to it directly at: [https://wpconnect.wpunj.edu/misc/username\\_lookup/](https://wpconnect.wpunj.edu/misc/username_lookup/)
3. If you are already logged in to the WPUNJ system through WPCConnect you won't have to re-enter your username and password -- just click the first login button.
4. Extensive Bb help, including a number of dynamic animations, can be found at <http://bit.ly/wpunj-itwiki-bbstu>
5. You can always obtain Bb help by creating a ticket (with a request type of "Blackboard") in the Web Help Desk: <http://www.wpunj.edu/helpdesk>