Course Description
Sociology is the scientific study of society. This class explores the sociological study of juvenile delinquency. Juvenile delinquency is a multi-faceted sociological phenomenon that has implications for both micro-level interactions and macro-level institutions and policies. As a class, we will explore both the micro-level and macro-level phenomenon of juvenile delinquency by examining the issues, theories, previous research findings, and policies pertaining to juvenile delinquency. Additionally, the class will emphasize the “sociological imagination” and “sociological eye” when addressing these topics.

Required Materials
- Additional readings are posted as PDF files or HTML files on Canvas

Course Objectives
- Explore juvenile delinquency concepts and research
- Discuss and utilize the “sociological imagination” and “sociological eye” in regards to juvenile delinquency
- Apply key sociological theories and research methods to our understanding of juvenile delinquency on both micro and macro-levels of analysis
- Apply critical thinking skills in the sociological analysis of juvenile delinquency
- Examine how we as active members of society can change society for the better

Communication
The best way to contact me is via email. I check my email regularly (two to three times daily) and I will do my best to respond to emails within 24 hours. To reach you, I will use Canvas. Please take a few minutes to review your contact information in both Canvas and MyRed. It is your responsibility to make sure your contact information is current.
Course Requirements

- **Take 4 Exams** (10 points each) The exams consist of true/false, multiple choice, and short answer questions and will be taken on Canvas.

- **Write 4 Response Essays** (5 points each) At several points in the semester, response essays are assigned either based on an assigned article or on concepts in the textbook. These are designed to reflect your understanding of the material, as well as support class discussion, and encourage critical thinking. Essays are submitted online via Canvas. Details on each response essay will be posted to Canvas.

- **Course Project** You are responsible for completing a course project that entails a Literature Review and Policy Recommendation regarding an aspect of juvenile delinquency or juvenile justice. There are three parts to the course project: project topic/description, outline and reference list, and the final paper. Details will be provided in class and posted to Canvas.

- **In-class Activities and Discussion** A portion of your grade is set aside for regular attendance and keeping up with reading assignments. Throughout the semester, I will give several activities/discussion days – your five highest grades count toward your course grade. Activities cannot be made up. This applies if you are absent or if you come to class but are late/leave early and miss an activity.

**Grading System/Format**

Final grades will be rounded to the nearest whole number (an 83.1% and 82.9% will both be equal to an 83% for the course). Letter grades will be assigned based on percentage of points earned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98%</td>
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<tr>
<td>A</td>
<td>93%</td>
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<tr>
<td>A-</td>
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**Points Breakdown**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (4)</td>
<td>10x4</td>
<td>40%</td>
</tr>
<tr>
<td>Response Essays (4)</td>
<td>5x4</td>
<td>20%</td>
</tr>
<tr>
<td>Course Project</td>
<td>30x1</td>
<td>30%</td>
</tr>
<tr>
<td>Activities</td>
<td>5x2</td>
<td>10%</td>
</tr>
</tbody>
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**Please Note:** For Sociology majors and minors, passing this course requires getting a C (73%) or higher.

**LATE WORK**

No late work will be accepted. However, I realize that we all have struggles and priorities beyond this class. Late work will only be considered with a valid reason, including but not limited to, illness with doctor’s note or family emergencies. Late work and Make-up Exams are only allowed under extreme circumstances, and at the instructor’s discretion.
GRADE DISPUTE POLICY
Occasionally there may be an error in how a paper was evaluated or an exam question was constructed. If you believe such an error has been made, I would be happy to review the assignment in question. To prompt such a review, please write a 1 page memo, within 48 hours of receiving your grade, explaining why you think the grade was in error, providing references to the textbook. If I agree that there was a mistake, I will re-grade your assignment. The final grade could be higher, the same, or lower than the original grade granted.

EXPECTATIONS AND COURSE POLICIES
When you are in class, you are expected to focus on the course material at hand. If you are distracted or distracting (like if you do not comply with the electronic devices policy below), I reserve the right to, and may, ask you to leave.

Students who attend class regularly tend to perform significantly better on assignments and exams than students who do not. Content from lecture that is not in the text will appear on exams.

Electronic devices (cell phones, laptops, tablets, etc.) must be silenced and put away during lecture. Unless special arrangements have been made, this includes laptops for note-taking, video- or audio-recording, and picture taking. I am convinced by scientific evidence that taking notes by hand is the best way to remember and understand information and that laptops and electronic devices cause distraction to their users and those around them.

Email is the best way to get in touch with me. I generally do not check or reply to emails during the evenings or over the weekend but will respond within 24 hours during the week so long as you follow basic email etiquette. This means your message includes a subject, has a proper greeting (e.g. Hi Kristen,), follows rules of standard written English, and has a closing (e.g. Thank you.). Messages that do not follow these guidelines may not receive a reply.

Unless already approved by the instructor, late assignments will not be accepted. If a technology problem in Canvas prevents your submission of an assignment, you must contact the appropriate technical support and document that you attempted to fix the problem in advance of an assignment due date (this includes ticket number with timestamps, and screen shots with timestamps). It is your responsibility to ensure your online assignments are successfully submitted on time.

You are not able to take an exam early or late, except for extreme emergencies. You are expected to notify me as soon as possible (ideally, in advance) and provide documentation. Travel over break or at the end of the semester is not considered an emergency.

If you are worried about your grade, talk to me well before the end of the semester. I encourage you to meet with me early and often. If you are unsure of your grade, please calculate points using Canvas and the syllabus before asking me. Grade checks/reports for student athletes, scholarships, Greek society membership, etc. are handled in person by appointment or during office hours.
By attending this class, you agree to the UNL student code of conduct (http://stuafs.unl.edu/dos/code). It is your responsibility to know what constitutes academic dishonesty. The penalty for the first act of academic dishonesty will be an automatic failing grade on the assignment or exam. A second offense will result in automatic failure of the entire course. Students committing academic dishonesty may also be subject to additional university disciplinary sanction.

I am committed to a learning environment that supports varied thoughts and perspectives and respects diverse backgrounds and identities. For further information regarding UNL policies in this regard, please visit http://www.unl.edu/equity/ or call (402) 472-2322. If you feel like your experiences outside of class are affecting your performance in class, please come and talk to me. I may be able to help find resources to support you.

In particular:

- Services for Students with Disabilities (SSD) works with students to develop academic accommodations to meet their needs, including for mental health disabilities such as depression and anxiety. It is the policy of the University of Nebraska-Lincoln to provide individualized accommodations to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with SSD which is located in 232 Canfield Administration (472-3787).

- UNL Sociology welcomes students from around the world and recognizes the unique perspectives international students bring to enrich the campus community. If your first language is not English and/or you are an international student, please come and talk to me about specific ways I can support you. For more information on campus-wide resources, visit https://isso.unl.edu/.

- This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. The closest gender-neutral bathroom to LPH is Love Library 449. See other gender-neutral bathrooms on campus at involved.unl.edu/unl-gender-neutral-bathrooms.

- If you are a parent or child’s primary guardian, please talk to me about extenuating circumstances that may require that you on occasion bring a (healthy) child to class with you. There is a lactation space in Love Library 415. More information is available at http://www.unl.edu/chancellor/policymemoranda/20090901-Lactation-Policy.

- Non-Threatening Environment: At times, class discussion may become controversial. While you may not agree with a topic or speaker, please respect the expressed opinions or beliefs. I expect you to show respect for others. This means thoughtfully listening to the ideas/questions/experiences of others without judging them. Keeping an open mind is the key! This creates a positive learning environment for everyone. Thoughtful debate is welcomed and encouraged. Use these times to learn about a new topic and broaden your understanding. This is my challenge to you and it is my place to guide these discussions in a healthy direction to promote a positive learning environment. Harassment and disrespectful behavior will not be tolerated. Harassment of any kind is against university and classroom policy. All faculty, staff and students are responsible for understanding and complying with harassment policies. For more information, visit http://www.unl.edu/equity.
• **Writing and Writing Center:** There are multiple written assignments in this course. On all written assignments for this course you should use a scholarly writing style: coherent and well-reasoned, integrative, and with a minimum of spelling and grammatical errors. All work submitted for grade evaluation should be a polished demonstration of your writing ability, not an unedited “rough draft.” Please format all written assignments double-space with 1” margins on all sides; do not include extra spaces between paragraphs (go to paragraph settings and click on the box “Don’t add space between paragraphs of the same style”); use 12 point Times New Roman font; use indent-style paragraphs; number the bottom right-handed corner of each page; no title page is necessary (list name, assignment, and due date on separate single-spaced lines left-justified in the header of the first page only). Please use in-text citations to reference the source for everything that is not an original idea, and include a reference list at the end of the paper. You should use ASA format. The UNL Writing Center can provide you with meaningful support as you write for this class as well as for every course in which you enroll. Trained peer consultants are available to talk with you as you plan, draft, and revise your writing. Students who would like to take advantage of this additional assistance in the development of their writing skills are encouraged to use the UNL Writing Center located in 102 Andrews Hall. More information is available at http://www.unl.edu/writing/home.

**Final Pointers for Success**

- In order to maximize your success in this course, keep up with the readings each week. Keeping up with the work at the beginning of the class will help you in not being overwhelmed with the work later on.
- Be honest in your work. Don’t cheat. Don’t plagiarize. Plagiarism will be taken seriously and your grade will be affected in a serious fashion.
- Respect your classmates’ contributions. This is especially important in this class where information is about people’s personal experiences. You can disagree with a perspective that I or another student may present, but you should treat the material, idea, and person with respect.
- Take responsibility for your own learning. If you have a question regarding an assignment or any course material, ask it! Students that alert me to any questions or issues tend to improve their work in the class. Keeping on top of your work and communicating with me when questions or issues arise will be to your benefit.
Schedule of Readings, Exams, and Due Dates
The dates listed are the dates I expect you to have read the assigned material. Class is held every M/W/F unless otherwise noted. Please note I reserve the right to change the course syllabus to meet the demands of the course.

WEEK 1
MONDAY JANUARY 7
Introduction, explanation of the class, review syllabus

WEDNESDAY JANUARY 9
What to read for this class: Ch. 1

FRIDAY JANUARY 11
What to read for this class: Ch. 1

WEEK 2
MONDAY JANUARY 14
What to read for this class: Ch. 2

WEDNESDAY JANUARY 16
What to read for this class: Ch. 2/Ch. 3

FRIDAY JANUARY 18
What to read for this class: Ch. 3

WEEK 3
MONDAY JANUARY 21
No class: Dr. Martin Luther King, Jr. Day

WEDNESDAY JANUARY 23
What to read for this class: Ch. 4

FRIDAY JANUARY 25
What to read for this class: Ch. 4
DUE: Response Essay #1 on Canvas by 9:30am

WEEK 4
MONDAY JANUARY 28
No Class
Unit 1 Exam: opens Fri 1/25 @ 10:30am
    closes Wed 1/30 @ 9:30am

WEDNESDAY JANUARY 30
What to read for this class: Ch. 5

FRIDAY FEBRUARY 1
What to read for this class: Ch. 6/Ch. 7
DUE: Project Topic/Description on Canvas by Noon
WEEK 5
MONDAY FEBRUARY 4
What to read for this class: Ch. 7/Ch. 8
WEDNESDAY FEBRUARY 6
What to read for this class: Ch. 8/Ch. 9
FRIDAY FEBRUARY 8
What to read for this class: Ch. 9/Ch. 10

WEEK 6
MONDAY FEBRUARY 11
What to read for this class: Ch. 10/Ch. 11
WEDNESDAY FEBRUARY 13
What to read for this class: Ch. 11/Ch. 12
FRIDAY FEBRUARY 15
What to read for this class: Ch. 12/ Theory Wrap-up and Review
DUE: Response Essay #2 on Canvas by 9:30am

WEEK 7
MONDAY FEBRUARY 18
No Class
Unit 2 Exam: opens Fri 2/15 @ 10:30am
    closes Wed 2/20 @ 9:30am
WEDNESDAY FEBRUARY 20
What to read for this class: Ch. 14
FRIDAY FEBRUARY 22
What to read for this class: Ch. 14/Ch. 15

WEEK 8
MONDAY FEBRUARY 25
What to read for this class: Ch. 15
    On Canvas: “Media Framing and Policy Change After Columbine”
WEDNESDAY FEBRUARY 27
What to read for this class: Ch. 16
FRIDAY MARCH 1
What to read for this class: Ch. 16
DUE: Project Outline and Reference List on Canvas by Noon

WEEK 9
MONDAY MARCH 4
What to read for this class: Ch. 17
WEDNESDAY MARCH 6
What to read for this class: Ch. 17/Ch. 18
FRIDAY MARCH 8
What to read for this class: Ch. 18
DUE: Response Essay #3 on Canvas by 9:30am
WEEK 10
MONDAY MARCH 11
   No Class
   Unit 3 Exam: opens Fri 3/8 @ 10:30am
                closes Wed 3/13 @ 9:30am

WEDNESDAY MARCH 13
   What to read for this class: Ch. 20

FRIDAY MARCH 15
   What to read for this class: Ch. 20

WEEK 11: March 18-22
   No class: SPRING BREAK!!!!

WEEK 12
MONDAY MARCH 25
   What to read for this class: Ch. 21

WEDNESDAY MARCH 27
   What to read for this class: Ch. 21/Ch. 22

FRIDAY MARCH 29
   What to read for this class: Ch. 22
   DUE: Response Essay #4 on Canvas by 9:30am

WEEK 13
MONDAY APRIL 1
   What to read for this class: Ch. 23

WEDNESDAY APRIL 3
   What to read for this class: Ch. 23

FRIDAY APRIL 5
   What to read for this class: Ch. 24

WEEK 14
MONDAY APRIL 8
   What to read for this class: Ch. 24

WEDNESDAY APRIL 10
   What to read for this class: Ch. 19

FRIDAY APRIL 12
   What to read for this class: Ch. 19

WEEK 15
MONDAY APRIL 15
   What to read for this class: Ch. 25

WEDNESDAY APRIL 17
   What to read for this class: Ch. 25

FRIDAY APRIL 19
   No Class: Writing Workshop day devoted to Course Project
WEEK 16
MONDAY APRIL 22
  Documentary
WEDNESDAY APRIL 24
  Documentary
FRIDAY APRIL 26
  Documentary
  Wrap-up and Review
  **DUE:** Final Course Project on Canvas by 9:30am

FINAL
MONDAY APRIL 29
  Unit 4 Exam: opens Fri 4/26 @ 10:30am
  closes Mon 4/29 @ NOON