Juvenile Delinquency – Fall 2021
SOC 311
University of Nebraska-Lincoln
16-week Online Course (Asynchronous)

Instructor Information

Marissa L. Oliver, M.A.
she/her/hers pronouns
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Office: 442 Oldfather Hall
Student Help (Office) Hours: Fridays 10:00am-12:00pm via Zoom (or by appointment, of course!)
Meeting ID: 326 346 9441 [linked on Canvas]

Required Materials


Any additional readings will be provided to you on Canvas. These will either be uploaded in a downloadable format or as links to sites where you can read/watch the necessary material.

Course Description

Sociology is the scientific study of society. To study juvenile delinquency from a sociological perspective, this course will contain four major sections. The **first** section will explore how juvenile delinquency is defined and measured, and how it occurs. This will be supplemented with theoretical explanations of why delinquency occurs. The **second** section will then investigate sociological theories focused on identifying real-life factors associated with delinquency in order to understand what aspects of society have major influences on the rates and manifestations of delinquency. Section **three** will involve applying these theories to scientific research, identifying major findings from the area of juvenile delinquency. In the **fourth** section you will learn about how juveniles experience the US criminal justice system as well as other systems of social control. Throughout the course, students are expected to approach the material with a sociological lens, and maintain a focus of relating the material back to a societal context.

Course Objectives

- To describe the nature, causes, and forms of juvenile delinquency as opposed to other forms of delinquency (e.g. adult crime, deviance, etc.)
- To apply major theories about the causes of juvenile delinquency across a range of cases and types of behaviors in various societal contexts.
- To analyze the ways in which juveniles across different social identities (e.g. race, gender, class, ability, romantic preference, etc.) experience juvenile delinquency and the juvenile justice system differently.
- To evaluate the effectiveness of delinquency prevention, punishments, and rehabilitation programs (including the juvenile justice system).
- To synthesize information about juvenile delinquency causes and prevalence across multiple sources (e.g. theoretical readings, prominent news cases, textbook chapters, documentaries/videos, and articles).
Course Policies

- Because this course is administered online, you must be diligent and self-directed! **You are responsible** for reading and following all information, keeping up with materials and assignments, knowing and respecting all deadlines, and asking for assistance when you need it.

- **Inclusive and Positive Environment:** I intend to foster a learning environment in which everyone can feel open to share their ideas and participate fully in class discussion boards. I need your cooperation to do that! I expect you to show respect for others. You should thoughtfully read others’ posts and be able to disagree with their ideas without judging or disparaging them, whether that person agrees with the material or not. This creates a positive learning space. I encourage, welcome, and support thoughtful discussion, though you are not required to respond to other students. However, I do not tolerate discussion that becomes disrespectful or threatening. All faculty, staff and students are responsible for understanding and complying with equity policies. For more information, visit [www.unl.edu/equity](http://www.unl.edu/equity).

- **Academic Integrity:** When you place your name on an assignment or exam, I interpret this to mean that you have received no unauthorized assistance. Unauthorized assistance includes but is not limited to: cheating (receiving unauthorized assistance on quizzes, exams, and written assignments); turning in assignments/exams as your own work when it is not; and plagiarism (presenting someone else’s published ideas as your own). For more on what constitutes plagiarism and how to avoid it, visit [www.plagiarism.org](http://www.plagiarism.org). These acts will not be tolerated. In this course, the 1st offense will result in failing the assignment. The 2nd offense will result in failing the course. Infractions will also be reported to the Dean of Students. For more information, visit [https://studentconduct.unl.edu/academic-integrity](https://studentconduct.unl.edu/academic-integrity).

- **Counseling and Psychological Services:** UNL offers a variety of options to students to aid them in dealing with stress and adversity. **Counseling and Psychological & Services (CAPS) [Links to an external site.];** is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. **Big Red Resilience & Well-Being [Links to an external site.](BRRWB)** provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.

- **Deadlines:** Deadlines are firm. All work must be submitted by the posted date and time, or it will not be graded and you will receive a zero. If you wait until the last minute and do not finish on time or experience technical difficulties, it is your responsibility.

- **Students with Disabilities:** The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 117 Louise Pound Hall; 402-472-3787.

- **Technology Issues:** If you are experiencing a problem with Canvas (e.g., accessing materials, uploading information), please let me know as soon as possible. Don’t wait until 30 minutes before something is due;
I won’t be able to help you then. For any technical or computing questions, you can contact the UNL Help Desk (http://www.unl.edu/helpdesk).

- **Email:** You can email me at marissa.cardwell@huskers.unl.edu. You may also message me through canvas. Please note that I typically only read and respond to emails during normal business hours (8:00am-5:00pm). Please be aware of this as many of your assignments are due at 11:59pm (i.e. before midnight).

### Course Requirements & Format

This course involves a mixture of assignments to evaluate your knowledge at multiple levels. Reading quizzes will help you to memorize and understand course concepts. Discussion posts will help you to both apply course topics to the real world as well as read and interpret sociological research in the area of juvenile delinquency. Lastly, paper projects will allow you to critically analyze and evaluate theories and issues of juvenile delinquency using the sociological imagination.

- **Discussion Posts.** Each week you are required to respond to one discussion post prompt posted on canvas under the “Discussions” tab (also embedded within modules! 😊). These discussion posts will be based off of a corresponding reading or video that will also be posted on canvas (and referred to at the end of this syllabus). You are not required to respond to others’ posts, but I encourage you to! Each discussion post is due the day it is listed in the schedule provided below at **11:59pm on Canvas.** There are a total of 14 discussion posts, which are designed to foster a sociological imagination in students by connecting theory and research to media, news, and other scientific areas of study. You may be asked to engage in larger debates, apply theories, identify causes/consequences of delinquency, or share personal examples.

- **Paper Projects.** There are two paper projects required for the course. The first paper requires you to analyze a scholarly source on girls’ delinquency, assessing unique causes, factors, and outcomes associated with young women and girls’ delinquency within the U.S. You will then compare/contrast these findings to two scholarly sources (provided) on girls’ delinquency in South Korea and in Portugal. The second paper asks students to apply theory to media, critically analyzing depictions of juvenile delinquency in movies. These are short response papers (3-4 double-spaced pages) designed to allow you to exhibit the knowledge you have gained in the course thus far. Please do not wait until the last minute to begin these papers as you will need to read supplemental sources.

- **Weekly Reading/Lecture Quizzes.** The course includes chapter quizzes that will focus on the material covered in your textbook. You will take these quizzes via canvas, meaning there is no need for the DLC learning commons testing center. Each quiz will have about 15 multiple-choice questions (approximately 5 questions per chapter + 5 from lecture) with a 30-minute time limit.

- **Final Paper: Juvenile Delinquency Portfolio Project.** The final project for the course involves researching, describing, and evaluating real “juvenile delinquents,” with a goal of ultimately recommending a program specifically designed to rehabilitate these juvenile offenders and/or prevent juvenile Delinquency altogether by targeting some social issue, major organization, etc. For this project, you will be asked to engage in research throughout the course on three (3), real-life juvenile delinquency cases, identify concepts and theories related to this case, and recommend rehabilitation/treatment/or prevention strategies, offering policy/program suggestions for improvement. This project will be due the last day of the Fall semester
session at 11:59pm on Canvas. Prior to the due date, you will be required to submit a Final Portfolio Project Progress Report (instructions posted on Canvas)

- **Grading**

  **Specification:**
  
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Essay Projects 1 &amp; 2</td>
<td>35%</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper Project</td>
<td>30%</td>
</tr>
</tbody>
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  **Grading scale:**

  - 97 – 100% = A+
  - 93 – 96% = A
  - 83 – 86% = B
  - 73 – 76% = C
  - 63 – 66% = D
  - 90 – 92% = A-
  - 80 – 82% = B-
  - 70 – 72% = C-
  - 60 – 62% = D-
  - 87 – 89% = B+
  - 77 – 79% = C+
  - 67 – 69% = D+
  - 0 – 59% = F

**Written Work Guidelines for Essays & Final Paper**

- Do not plagiarize. Provide in-text citations that cite the authors and publication date in parentheses, for example:

  Marissa is very cool (Oliver, 2020).

  You must provide a citation for every piece of information that is not your own, original idea. If you learned the information in a previous course, go refer back to the resource provided there or identify a scholarly source providing reasonable evidence.

- Write your essays in your own words. This means no quoting. I recognize that there are appropriate times for quotes, but this isn’t it. If you must directly quote (because the quote is so profound that re-wording it would limit its meaning/impact), cite the author, date, and page number. For example: “This had better be the best quote I have ever seen!!” (Oliver, 2020, p. 5)

- Include a reference page for every essay. Your reference list should always include your textbook—it is where you will get much of your information throughout the course. You may also need to cite references from discussion posts and essay assignments as well. APA or ASA are acceptable. Choose a format and stick with it!

- Do not use slang, abbreviations, emoticons, or otherwise unprofessional language and grammar. It’s not because I don’t like or use these forms of communication, it’s because I often don’t understand some of these words/phrases/stories and their contexts. This includes, but is not limited to:
  - The use of the phrase “__________ vibes” to describe something
  - Basing arguments off of personal experiences (unless otherwise asked)
  - Lack of paragraphs/formatting

- All papers must be typed in 12-point font, double-spaced, with one-inch margins. Points will be deducted if format guidelines are not followed.

  **Please only include your name and the assignment title in your heading and begin the essay on the next line.**

  - Please do not include the following in your heading:
    - My (the instructor’s) name
    - The date
    - The course number or title
    - A giant title
- Clipart
- Position of the moon
- Anything that’s not your name and the assignment title

- Spelling, grammar, and readability are considered in grading. One point will be deducted for every three mistakes. It should be clear that you proof-read your essay before submitting.
- Post to Canvas on the given due date, or the paper will not be accepted. Papers emailed to me directly or hard copies appearing in my mailbox will not be accepted unless we have made prior arrangement.
  - When uploading, please attach you file as a Word (.doc, .docx) or PDF (.pdf) document.
    - Do not type your essay directly into the contents box.

UNL Libraries page on [Citations & Plagiarism](https://www.unl.edu/libraries/citations-plagiarism)