



EAST TENNESSEE STATE  
UNIVERSITY

College of Arts and Social Sciences  
Department of Criminology and Criminal Justice

CJCR 3500 Juvenile Justice (3 credit hours)  
Spring 2022  
Class meets: D2L, Online

**Instructor:** Dr. Richard Hough

**Office:** Rogers Stout 201K

**Phone:** O – 423.439.6806 (for quicker response, use email)

**E-Mail:** [houghr@etsu.edu](mailto:houghr@etsu.edu)

**Office Hours:** Tuesday/Thursday 2-4, and by appointment on Zoom

**Required Text:**

Cox, S. (2020). *Juvenile Justice: A Guide to Theory, Policy and Practice, 10e*. Los Angeles, CA: SAGE Publications. ISBN: 978-1544395456

**GRADUATE ASSISTANT:**

Chris Manookian, reach him at [manookianll@etsu.edu](mailto:manookianll@etsu.edu)

**COURSE CATALOG DESCRIPTION:**

Pre/Co-requisite: None.

Juvenile Justice involves specialized components of the criminal justice system that are performed, for the most part, by highly trained employees in local and state government. The course traces the development of the juvenile justice system in America, looks at our nation's youth – how they grow and develop, and then takes a close-up look at our contemporary juvenile justice system.

**EDUCATIONAL GOAL:**

The primary goal of this course is to introduce you to, examine, and describe functions of juvenile justice practitioners and organizations through readings, discussions, and the preparation and analysis of original academic research papers. Upon completion of this course you will be knowledgeable about the history of American juvenile justice practices, theories, and directions.

**COURSE LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:

1. Describe the general process of juvenile justice
2. Illustrate how the juvenile justice system/network may also be considered a non-system, process or network
3. Identify the responsibilities and functions of practitioners, support personnel, and family
4. Describe the components of the JJ system/network



5. Outline how law affects policy making and actual practices in JJ

**TOPICS COVERED:**

The history of juvenile justice; social factors of juvenile behavior; theories of juvenile deviance; data on delinquency; child abuse and neglect; risk and protective factors of school; juveniles and police; juvenile courts; prevention and diversion; treatment programming and trauma-informed care; disposition alternatives; global issues and the future.

**EXPECTATIONS:**

My teaching philosophy is informed by andragogy, the concepts of teaching adults. The adult learner is one who must see the value of the learning experience – the relevance. The motivation to learn for most adults comes from this recognition of the relevance of the material to who they are and what their life is about. I have you post timely news articles to class each week so that we may incorporate a selection of them as anecdotal illustrations of the empirical work we are examining. This assists in keeping you engaged and in attendance; both important to creating successful outcomes for you as students.

I expect you to be prepared for each class week/session and I stress the importance of attendance and interaction. I invite you to come and visit with me in my office to discuss not only your course work but your career aspirations and plans. I offer my services to students in all of my classes to prepare in advance of any face-to-face interviews you will take part in. Many, many students take me up on these offers and students meet with me continually. I know from experience the benefit this affords you. I also know the satisfaction of carrying the learning beyond the classroom in helping you, the adult learner, succeed.

Our expectation as an institution of higher learning, and my expectation as a faculty member, is to prepare adult learners for success in their chosen careers. This is a stated goal of East Tennessee State University. The ability to draw upon diverse perspectives and lived experiences to illustrate academic concepts is invaluable. Consistently showing students the connections between and among different groups within our own country and culture and more broadly, elevates the relevance of the conversations we have and increases your effectiveness in your chosen roles.

**METHODOLOGY:**

A variety of instructional methods will be used in this course. They include, but are not limited to:

- a. Facilitated discussion
- b. Video media presentation and analysis
- c. Lecture and guest lectures
- d. Simulation exercises



## **ACADEMIC REQUIREMENTS AND EVALUATION PROCEDURES:**

### **EXAMS:**

There will be four exams given during the course. All exams will be a combination of objective (i.e., true/false, multiple choice) and subjective (i.e., short-answer and/or essay) questions. **There will be no make-up exams. A missed exam will result in a grade of "0".**

### **QUIZZES:**

Students are expected to be prepared for each class week by having read the assigned materials. Quizzes will be given on select chapters during several weeks except when the exams are given to ensure that students are keeping up with the assignments. Students are also expected to actively participate in classroom discussions. **There will be no make-up quizzes. A missed quiz will result in a grade of "0."** Quiz grades are averaged into the final course grade.

### **RESEARCH COMPONENT:**

Students are also required to write and submit in Word, a 15-20 page... ok, I'm just kidding. The topics you may choose from are the general chapter titles. You must then construct a worthy piece of research work to display your gained knowledge of the topic.

You will write a minimum of seven pages but not more than nine pages of content. The work is in APA 7<sup>th</sup> edition format and therefore is to be double-spaced. Use Times New Roman 12-point font with one inch margins on all sides, 0" setting between paragraphs. You must include a minimum of seven credible references (at least six must be peer-reviewed journal articles) no more than one law journal article, and articles must be no more than 6-8 years old with appropriate in-text citations and corresponding references. Use proper formatting (APA 7) of any quotes.

No academic paper should ever utilize more than 10-15% quoted material, and only when properly formatted and cited both in-text and on the references page. 7-9 pages is *content only*; does not include title page, abstract, references, or appendices. Given the assignment, I do not expect to see abstracts (though you may include one if you wish), just content and references.

So, here's the thing: Do your research first. Find your articles using the ETSU online library; or go there and talk to a reference librarian. Think about how you want to organize your paper. Do not just start writing. Do not just summarize your sources in separate paragraphs. I want a smooth flow and a solid sequence. Remember the rules of not just grammar and mechanics, but of paragraph construction.

### **CLASS PARTICIPATION:**

Students are expected to actively participate in classroom discussions each and every week and use the rubric as a guide to grading. Class discussion not only illuminates the main ideas in each set of readings but allows us to comment on how the ideas apply to actual juvenile justice issues and proceedings. As facilitator, I want to be there to help you past any conceptual barriers and to help you make that connection between concept and practice. Attendance/participation is expected.



**A component of Participation is posting to class one (1) article related to juvenile justice, each week that your group is assigned, beginning in Week 2. Place comments with the article and discuss significant issues from the article.**

## **CLASSROOM BEHAVIOR**

### **Netiquette**

One of the great benefits of our learning environment is the diversity that exists in backgrounds and perspectives among students. As such, students are expected to be respectful of differences in backgrounds and perspectives and exhibit professional behavior at all times when interacting with peers, instructor, and others. Note that typing with all uppercase letters in words would indicate that you are yelling so avoid this practice and use proper guidelines for uppercase and lowercase letters.

Make sure that you are familiar with ETSU guidelines regarding student conduct. Keep in mind that all classroom postings can be viewed by your peers, the instructor, and selected ETSU personnel. And as is well-known, emails can readily be forwarded.

## **UNIVERSITY POLICY ON ACADEMIC CONDUCT**

Students are expected to abide by the ETSU Honor Code and to act with honor, integrity, and civility in all matters. The course instructor has the primary responsibility for maintenance of academic integrity. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the course instructor. Any form of academic misconduct (plagiarism, cheating, etc.) is subject to disciplinary action. Sanctions for a violation may vary with the severity of the offense. The instructor may reduce a grade up to and including assignment of an “F” or a zero (“0”) for the exercise/examination or an “F” in the course. If a sanction is imposed, then the instructor must begin the academic misconduct procedures and notify both the student and the Dean/Designee. Students may appeal a grade assignment associated with a finding of academic misconduct, as distinct from a student disciplinary or grade appeals process, through the University’s Academic Misconduct Procedures. The student will not be subjected to any form of pressure to coerce admission of guilt or information about his/her conduct or that of others. Academic dishonesty is a serious offense and will be taken seriously. Please refer to the ETSU Student Handbook for a list of behaviors that fall under the definition of academic misconduct. The handbook also outlines the penalties for academic misconduct and the due process procedures that must be followed.

### **Additional Information on Plagiarism**

Your writing is your intellectual property. Guard it carefully. You could find yourself in the unpleasant position of trying to prove that you are the true author of this work. Save preliminary drafts of your work, reading notes, data collection sheets, and copies of library sources you make



while researching your paper. You may be asked to produce these if questions of authorship arise. Make back-up copies to protect your work from computer failures.

I reserve the right to submit written assignments to the Turnitin service or use other methods to evaluate the originality of the work submitted. I will remove personal identifiers from any electronic files I submit to the Turnitin database for evaluation.

Plagiarism is a serious violation of academic standards and will be punished severely. Students who plagiarize will fail the course and will be referred to the Dean for academic dishonesty. Some students are surprised to learn that they plagiarized themselves when they inappropriately used work produced for one course in another course. If you are unsure, ask your instructor for guidance. See Student Code of Conduct for information about the University policy on academic conduct and plagiarism and the consequences for students who engage in academic misconduct.

### **ASSISTANCE FOR STUDENTS WITH SPECIAL NEEDS**

ETSU supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with the Disability Services, in the Division of Student Life and Enrollment at [Disability Services \(etsu.edu\)](https://etsu.edu/disability-services). Appropriate academic accommodations will be determined based on the documented needs of the individual. For information regarding the registration process, e-mail [littleme@etsu.edu](mailto:littleme@etsu.edu) or call 423-439-8346.

### **VETERANS SERVICES**

The **Office of Veterans Affairs** serves as a leading campus advocate for military and veterans students, working to ensure the needs of these individuals are met through coordinating with multiple university offices and services. The center provides assistance with the following: GI Bill® education benefits, active duty tuition assistance, out of state fee waiver, tutoring, paper reading, counseling, disability accommodations, coordinating academic advising and referral to state /federal resources and services. The Office is located at 339 South Dossett Drive. For more information on Veterans Affairs service, call [423-439-6819](tel:423-439-6819) or visit [Veterans Affairs Contact Us \(etsu.edu\)](https://etsu.edu/veterans-affairs)

### **WEATHER EMERGENCY INFORMATION**

In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Official closures and delays are announced on the ETSU website and broadcast on WETS-FM.



### **Weather Emergency Information**

- WETS-FM (89.5 MHz) is the official information source for the university. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.

Emergency plans for ETSU related to inclement weather are available on the main web pages.

### **FOR YOUR PROTECTION**

For those of you working in the CJ system in some capacity, it is understood that your statements, comments, and replies do not necessarily reflect your personal or professional beliefs and practices or reflect your agency. All statements, comments, and replies in this course are for educational purposes only and are to further and enhance the quality of the educational experience.

### **SUBJECT TO CHANGE**

This syllabus is subject to change as needed throughout the semester. If changes are necessary, they will be announced in class and via email.

### **COMMUNICATIONS:**

All ETSU students have access to a free ETSU email address and are **required** to activate and use the e-mail forwarding function by the end of the first week of class. Occasionally, changes to the syllabus, class meetings, assignments, etc. will be distributed electronically. It is the student's responsibility to make sure he or she gets this information (that means checking email regularly and/or getting information from a classmate).

### **GRADING SCALE:**

The exams will *each* count for 10% of the grade, quizzes 2.5% each, the research paper will count for 20%, and participation (which includes weekly DQs) will count for 30%. As a matter of personal policy, I will not change an exam or project grade unless I have made an arithmetic error. Your grades are earned by you not given by me. In order to obtain a grade of "C" or better, the student must satisfactorily complete all stated objectives with a minimum of 73% out of a possible 100% on all assignments.

A	93% or greater	A-	90-92.9%
B+	88-89.9 %	B	83-87.9%
B-	80-82.9%	C+	78-79.9%
C	73-77.9%	C-	70-72.9%
D+	68-69.9%	D	63-67.9%
F	62.9% or less		

**I reserve the right not to pass students who fail to participate/attend class in the way prescribed, fail to take quizzes, or fail to complete homework assignments, regardless of the scores they earn on the examinations. Plagiarism**



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or cheating in any form will result in the assignment of an F for the course.  
Students assigned an F may follow University appeals procedures.

**GRADE VALUES:**

Four (4) exams @ 10	40
Research Paper	20
Four (4) Quizzes @ 2.5	10
Participation/Articles	30



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**I reserve the right not to pass students who fail to attend class, fail to take quizzes, or fail to complete homework assignments, regardless of the scores earned on the examinations.**

### CLASS TOPICS AND ASSIGNMENTS

Week	Readings	Assignments
Week 1 - January 18	Course Overview and Expectations; Ch. 1: Juvenile Justice in Historical Perspective Academic Integrity quiz; Syllabus quiz by Sunday	
Week 2 – January 24	Ch. 2: Characteristics, Definitions, and Measurement Groups 1, 3, 5 post articles	<b>Quiz 1 - Chap 1 on Friday or Saturday</b> <b>DQ responses by Thursday, Articles by Friday, Interactions by Sunday</b>
Week 3 - January 31	Ch. 3: Child Abuse and Neglect Groups 2, 4, 6 post articles	<b>DQ responses by Thursday, Articles by Friday, Interactions by Sunday</b>
Week 4 – February 7	Ch. 4: Schools and Delinquency; Groups 1, 3, 5 post articles	<b>Exam 1: Chapters 1-3 on Friday or Saturday</b> <b>DQ responses by Thursday, Articles by Friday, Interactions by Sunday</b>
Week 5 – February 14	Ch. 5: Theories of Causation Groups 2, 4, 6 post articles	<b>DQ responses by Thursday, Articles by Friday, Interactions by Sunday</b>
Week 6 – February 21	Ch. 6: Juveniles and the Police Groups 1, 3, 5 post articles	<b>Quiz 2 - Chapter 6 on Friday or Saturday</b> <b>DQ responses by Thursday, Articles by Friday, Interactions by Sunday</b>
Week 7 – February 28	Ch. 7: Purpose and Scope of Juvenile Courts Groups 2, 4, 6 post articles	<b>DQ responses by Thursday, Articles by Friday, Interactions by Sunday</b>





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Week 8 – March 7	Ch. 8: Juvenile Justice Procedures <b>Exam 2: Chapters 4, 5, 6, 7 on Friday or Saturday</b> Groups 1, 3, 5 post articles <b>DQ responses by Thursday, Articles by Friday, Interactions by Sunday</b>
Week 9 – March 14-18	<b>SPRING BREAK</b>
Week 10 – March 21	Ch. 9: Key Figures in Juvenile Court <b>Quiz 3 - Chapter 9 on Friday or Saturday</b> Groups 2, 4, 6 post articles <b>DQ responses by Thursday, Articles by Friday, Interactions by Sunday</b>
Week 11 – March 28	Ch. 10: Programs Groups 1, 3, 5 post articles <b>DQ responses by Thursday, Articles by Friday, Interactions by Sunday</b>
Week 12 – April 4	Ch. 11: Treatment Programming and Trauma-Informed Care; <b>Exam 3: Chapters 8, 9, 10, 11 on Friday or Saturday</b> Groups 2, 4, 6 post articles <b>DQ responses by Thursday, Articles by Friday, Interactions by Sunday</b>
Week 13 – April 11	Ch. 12: Dispositional Alternatives; <b>Quiz 4 - Chapter 11 on Friday or Saturday</b> Groups 1, 3, 5 post articles <b>DQ responses by Thursday, Articles by Friday, Interactions by Sunday</b>
Week 14 – April 18	Ch. 13: Violent Juveniles and Gangs; Ch. 14 Global Issues in Juvenile Justice Groups 2, 4, 6 post articles <b>DQ responses by Thursday, Articles by Friday, Interactions by Sunday</b>
<b><u>Term Paper in drop box by Sunday at 11PM</u></b>	
Week 15 – April 25	Ch. 15: The Future of Juvenile Justice Friday April 29 is the last day of Class Groups 1, 3, 5 post articles <b>DQ responses by Thursday, Articles by Friday, Interactions by Sunday</b>
Tuesday May 3	<b>Exam 4: Chapters 12, 13, 14 on Friday or Saturday</b>