

ON-LINE RESOURCES

The textbook and other resources can be accessed on line at <https://login.cengage.com/cb/login.htm>.

EXAMINATIONS

Each of the 3 exams will be multiple choice. The material covered in the exams will be drawn from the textbook, PowerPoint presentations and Key Definitions.

DISCUSSIONS

You will be required, by midnight on the due date, to have posted your own original comment on the topic and to have commented on the posts of at least 2 of your classmates. In order to receive full credit, your original comment must address the discussion topic in a manner that draws on the information presented in the book and PowerPoint presentations. Your comment and your feedback to peers must be well thought out and fully explained. Simple one-line responses will not earn full credit – you must show an understanding of and thoughtful response to the topic.

RESEARCH PAPER

Most of the chapters begin with a dramatic, high profile case of juvenile offending behavior. You will be required to write a 5 - 6 page research paper on any one of these cases. The goal is to research the case beyond what is summarized in your text. Please specify the details of the offense. As much as possible discuss the background of the perpetrators, focusing on any risk factors that may have led to the offending behavior. Discuss the possible causes of their behavior, linking this discussion to the various theories regarding the causes of delinquency presented throughout the class. Do you think your perpetrator should be processed as an adult by the legal system? Why or why not? Do you think they can be rehabilitated? You will be required to cite at least 3 references (other than your textbook). In order to receive full credit, you must e-mail the paper by midnight on Dec 7. The paper is worth 20% of your grade. Late papers will be accepted, but will be marked down due to lateness.

WEEKLY ASSIGNMENTS

<u>Week of</u>	<u>Topic</u>	<u>Reading/Assignment</u>
8/31	Childhood and Delinquency	Chapter 1
9/7	The Nature and Extent of Delinquency	Chapter 2
9/14	Individual Views of Delinquency	Chapter 3
9/21	Structure, Process, Culture And Delinquency	Chapter 4
9/28	Social Reaction, Social Conflict and Delinquency	Chapter 5
10/5	EXAM 1 Available 10/7/15 – 10/11/15	Chapters 1-5
10/12	Developmental Theories of Delinquency	Chapter 6
10/19	Gender and Delinquency	Chapter 7
10/26	The Family and Delinquency	Chapter 8
11/2	Peers and Delinquency	Chapter 9
11/9	EXAM 2 Available 11/11/15 – 11/15/15	Chapters 6-9
11/16	Schools and Delinquency	Chapter 10
11/23	Drug Use and Delinquency	Chapter 11

11/30	Delinquency Prevention: Research paper due 12/6/15!	Chapter 12
12/7	Juvenile Justice: Then and Now	Chapter 13
12/14	EXAM 3 Available 12/14/15 – 12/19/15	Chapters 10-13

MxCC CORE COMPETENCIES – This class will include each of these competencies.

1. **COMMUNICATION SKILLS:** Communication skills include reading, writing, speaking and research. We expect our graduates will have good critical reading skills so that they can discriminate between primary and secondary sources and between more and less important ideas in what they read. We expect our students to write and speak clear, correct expository English to communicate their ideas as well as to frame sensible arguments to support their points of view in an intelligent, thoughtful and civilized way. Communication is an interactive process through which there is an exchange of verbal and/or nonverbal information.

This course includes reading material and class discussion. Four essays are assigned, and college-level writing is expected. Further, class discussions will occur, and students will be expected to express their views in an intelligent, professional manner.

2. **CONCEPTUAL SKILLS/CRITICAL THINKING SKILLS:** Conceptual skills refer to organized, responsive and critical thought. Many educators and philosophers define critical thinking as skillful, responsible, reflective thinking that facilitates good judgment because it: a) relies upon criteria developed or assessed, b) is self-correcting, and c) is sensitive to context. Critical thinkers can distinguish between fact, inference, and opinion; construct worthwhile questions; arrive at and justify conclusions; prioritize ideas; apply strategies for dealing with error, improbability and ambiguity; value, and access information including that derived from textbooks, lectures and electronic media; give and accept criticism constructively.

This course studies the various factors involved in delinquent behavior and challenges the student to appreciate this complicated concept. In the assigned essays, students will need to be able to present ideas discussed in class and/or in their text, but also express their own views on the topic.

3. **QUANTITATIVE REASONING:** Quantitative reasoning helps us learn about reality by applying measurement, mathematics, data collection and evaluation to the study of specific problems. Quantitative reasoning involves several skills or abilities: 1) to describe research problems or questions in terms of numerical, symbolic, and visual representation; 2) to solve problems by collecting and analyzing data, formulating alternative theories, and making reasonable conclusions based upon a body of evidence; 3) to communicate and critique quantitative arguments.

This course will study methods of research and results within the field of juvenile delinquency. Strengths and limitations of the various research methods will be discussed.

4. **TECHNOLOGICAL LITERACY:** Technological literacy requires us to understand the potential and limitations of technology and to identify and effectively use the appropriate technology to achieve a desired outcome.

This course will incorporate technological teaching tools such as PowerPoint presentation.

5. **INFORMATION LITERACY:** Information literacy encompasses skills that enable individuals to determine when information is needed, efficiently access information, critically evaluate information and its sources, apply legal and ethical standards in using information, and appropriately apply information to one's needs.

This course enables critical thinking via class discussion and essay writing.

6. **AESTHETIC PERSPECTIVES:** The most elusive area in a well-rounded education is that of aesthetics. Students should be aware of aesthetics both in daily life and in the context of their academic studies. Aesthetics encompasses forms of personal expression both in the natural world and in the world of man-made things (building, objects of art, etc.). In addition, aesthetics can be seen in more abstract, universal

constructs such as symmetry of an equation or the balanced physical structures of an atom. Students should be able to analyze and formulate opinions about the principles of design behind these formal and expressive structures.

7. **UNDERSTANDING OF DIVERSITY:** Diversity means difference. People may be different with respect to their ethnicity, race, culture, religion or national origin. Or these differences may be social and personal such as class, age, gender, sexual orientation, disability, or appearance. We hope our graduates are able to recognize and appreciate these and other differences. Psychology embraces a global perspective in presenting issues of diversity concerning cultural awareness, gender, ethnicity, sexuality and age.

This course looks at diversity as it pertains to delinquent behavior. The problem of disproportionate minority contact within the juvenile justice system has received much attention and will be discussed throughout the course.

8. **VALUE, ETHICS, AND RESPONSIBLE CITIZENSHIP:** Psychology will help the student to recognize and analyze ethical issues, make and defend ethical decisions, demonstrate ethical behavior and social responsibility by engaging community, social, civic, or cultural service.

This course will especially look at ethics regarding the incarceration, treatment and rehabilitation of juvenile delinquents.

ADA ACCOMMODATIONS STATEMENT:

“Students with physical or learning disabilities who may require accommodations are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each semester. Instructors, in conjunction with appropriate college officials, will provide assistance and/or accommodations only to those students who have completed this process.”

ACADEMIC HONESTY STATEMENT:

“At Middlesex Community-Technical College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees’ Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees’ Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another’s idea(s) or phrase(s) and representing that/those ideas as your own, either intentionally or unintentionally.” (Board of Trustees’ Policy 5.2.1)”

ACCOMMODATION STATEMENT:

“If your religious obligations conflict with the course calendar requirements, and if you wish to request an accommodation, you must make your request in writing prior to the date of the assessment or activity you will miss and preferably at the beginning of the semester. When requesting a make-up quiz, test, exam, assignment, or activity, state the reason for your request and the date(s) on which your religious obligation(s) will conflict with the course calendar requirements. Also, if your religious obligation/holiday is unfamiliar to your instructor, you may be asked to provide a calendar which shows the published date(s) of your religious observance(s) or holiday(s).”

WEATHER STATEMENT:

In the event of inclement weather either before the start of a day when classes are in session or during the school day, you may check for information on delayed openings, college closings, class cancellations, etc. by listening to the radio and television stations listed below. Additionally, a message will be posted on the MxCC website at www.mxcc.commnet.edu and an announcement made on the college’s main phone number, (860-343-5800.) (When calling the main phone number, be sure to choose option #1 from the menu for school closings.) If classes are already in session, everyone on campus will be notified of any changes. Decisions to cancel classes or close the college early will be made as soon as practicable.

Radio Stations: WMRD, 1150a.m; WDRC, 102.9fm and 1360am; WMMW, 1470 am; WRCH, 100.5 fm; WTIC 1080 am; 96.5fm; WZMX, 93.7fm; WELI, 960am; WKCI, 101fm.

Television Stations: WFSB, channel 3; WTNH, channel 8; WVIT, channel 30.