American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies
Course Number: CMRJ591
Course Name: Seminar on Juvenile Justice
Credit Hours: Three (3)
Length of Course: Eight (8) Weeks
Prerequisite: None

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Instructor Information

Instructor: See information provided in the Syllabus link in the classroom

Email: Please use internal classroom messaging system

Course Description (Catalog)

In today’s criminal justice system there is an ever increasing need to understand the nature a juvenile offending. All too often students of criminal
justice are quick to apply their knowledge of adult offenders to juveniles which is problematic. This leads to the mind-set that juveniles are adults and are thereby capable of making adult decisions, thereby requiring that they receive adult punishments. This graduate level class will break down the common misconceptions about juveniles by providing the student with information on childhood development, the effects of punishment on children and level of culpability that a child might have in terms of their behavior. Additionally this course will focus on effective treatment options and how these options influence the juvenile justice system.

### Course Scope

The scope of this course will examine the historical development of the juvenile justice system from the rehabilitative era through the punitive era. Additionally the class will focus on adolescent development and the role such development plays on behavior. This course will examine recommendations for reforming the present juvenile justice system.

### Course Objectives (CO)

After successfully completing this course, you will be able to

**CO1:** Breakdown the science of adolescent development and its role in criminal behavior.

**CO2:** Debate how juvenile behavior is addressed through the criminal justice system.

**CO3:** Compare and contrast the role of the adolescent brain and its role in behavior.

**CO4:** Synthesize the role of justice reform and its effectiveness.

**CO5:** Evaluate the effectiveness of current rehabilitation models.
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

St. John's University

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Resources

Required Course Textbooks


eReserves

Additional course materials are available in eReserves. Click on the following eReserve link and search by course number to access the materials.

Readings that are supplemental and not available in eReserves may be obtained via interlibrary loan. Click on the following interlibrary loan link to request those materials.

Required Readings

Week One


**Week Two**


**Week Three**


**Week Four**


**Week Five**


**Week Six**


**Week Seven**


**Week Eight**


Please note that every forum and assignment has an individual rubric that will utilized in grading that week’s assignment.

**Forum Assignments:** Each students answer to the question should be between 500-1000 words. A minimum of two references need to be used in the development of your answer. Each feedback post needs to be 250 words or more, and should include information that helps to enhance the discussion on the topic. Do not include statements such as great work, or excellent post. Try to include info that is challenging and respectful and that will stimulate debate. Also, be mindful of including references and citations whenever citing facts to support your position. APA 6th edition citations and references must be used always!

Initial Post Due: Thursday 11:55 PM EST

Feedback Posts Due: Sunday 11:55 PM EST

**Homework Assignments:** All assignments need to be uploaded as a Word Doc attachment and uploaded as an attachment. Do not type the assignment into the assignment box. The assignment must be uploaded.

Assignment posts are due **Sunday**, 11:55 PM EST. The assignments cover the material from the textbook(s) and the supplemental citations. Each assignment response needs to be 1000 words, with APA 6th ed citations and references. **Do Not Use MLA or any other form of referencing.**

**Final Project:** The research paper project is a two part assignment. The first section of the project you will provide an in-depth analysis of the developmental model as suggested by Scott and Steinberg. Provide an overview of how adolescent development, immaturity, and competence play a role in adolescent behavior and how the developmental model accounts for these factors. Additionally provide an analysis that compares and contrasts the role of interventions that are played out in the reform, punitive and developmental model. Be sure to utilize research studies that provide an overview of all three philosophies, and discusses their effectiveness and shortcomings. This section of the research paper should be 8-10 pages long.

Part II of the research project requires you to develop a rehabilitation program that utilizes the developmental model. You will present this
rehabilitation model in a power point presentation and should be no more than 10 slides. The ppt will provide an overview of the program, the goals of the program, the treatment methods that will be utilized in the program, and what the designed outcomes would be for an adolescent to graduate from that program.

The final project is due Sunday, 11:55 PM EST. The first section of the final project is to be 8-10 pages long with a cover page, abstract, headers, APA 6th ed citations and references. Do Not Use MLA or any other form of referencing. The second section needs to be included as a separate Power Point attachment.

Submission Instructions: The first section of the Final Project need to be uploaded as a Word Doc attachment and uploaded as an attachment. Do not type the Final Project into the assignment box. The Final Project must be uploaded as an attachment.

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Course Outline

Please see the Student Handbook to reference the University’s grading scale.

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| 2 | **Regulating Children in American Law: The State as Parent and Protector** | **In Course Materials:**
|   | **LO-1:** Debate how juvenile behavior is addressed through the criminal justice system. | **Text Readings:**
|   |   | **In Course Materials:**
|   |   | **Forum Post #2** |
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|---|---|---|---|---|
### Immaturity and Mitigation

#### LO-1
Breakdown the science of adolescent development and its role in criminal behavior.


#### Text Readings:

#### In Course Materials:

#### Forum Post #4
Assignment #1
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<td>Social Welfare and Juvenile Crime Regulation</td>
<td>LO-1: Debate how juvenile behavior is addressed through the criminal</td>
<td>Forum Post #6</td>
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justice system.


**In Course Materials:**


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<th>LO-2:</th>
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<tr>
<td></td>
<td>Reform?</td>
<td>addressed through the criminal</td>
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<td>Forum Post #8 Final Project</td>
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**Policies**

Please see the _Student Handbook_ to reference all University policies. Quick links to frequently asked question about policies are listed below.

- [Drop/Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)
- [Disability Accommodations](#)

**Writing Expectations**

Describe your writing expectations.

**Citation and Reference Style**
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Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

**Late Assignments**
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

**Deductions:**
- Late forum posts can be penalized up to 5 points per day
- Late assignments can be penalized up to 5 points per day

**Netiquette**
Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-(, : ), 😊
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Disclaimer Statement
Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:
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- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

Turnitin.com

**Turnitin.com** is a web-based plagiarism prevention application licensed, for campus use, through the APUS Online Library. Students will not have to submit papers to Turnitin. The assignment section automatically checks and the class instructor will check other assignments as needed.

Selected Bibliography