	<p>School of Arts & Science CRIMINAL JUSTICE DEPARTMENT</p> <p>CRIM 254-01 Young Offenders and Justice 2007 W</p>
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COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Kelli Moorhouse		
(b)	Office Hours:	M 1:00 to 2:20; T, W, Th, 12:30 to 1:00		
(c)	Location:	Young 200		
(d)	Phone:	370-3431	Alternative Phone:	
(e)	Email:	Moorhouse@camosun.bc.ca		
(f)	Website:	Moorhouse.disted.camosun.bc.ca		

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Upon completion of this course the student will be able to:

- identify and evaluate the concept of juvenile delinquency / youth crime and the range of behaviours included under this concept;
- report in depth on the magnitude and impact of youth crime in Canada;
- identify and critically assess the theories purported to explain juvenile delinquency / youth crime;
- evaluate in depth juvenile justice legislation (Youth Criminal Justice Act) in terms of underlying philosophies and current interpretations (e.g. definitions and legal processes);
- identify and review current and critical issues relating to youth justice in Canada;
- identify future trends in social responses to youth crime and youth justice;

3. Required Materials

(a)	Texts	<p>Crim 254 – Course Reader (2007)</p> <p>Vandergoot, M.E. (2006) Justice For Young Offenders. Their Needs, Our responses. Saskatoon, SK, Purich Publishing.</p> <p><i>Youth Criminal Justice Act</i></p> <p>For a summary and background: http://www.justice.gc.ca/en/ps/yj/ycja/explan.html</p> <p>For the YCJA: http://laws.justice.gc.ca/en/Y-1.5/index.html</p> <p>For the YCJA explained: http://www.justice.gc.ca/en/ps/yj/repository/index.html</p>
(b)	Other	

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

COURSE EVALUATION:

1. Examinations (50%)

You will have two examinations, a mid term and a final. The format for both exams will primarily be short answer. You can also expect true false, multiple choice, matching and fill in the blank. The mid term is worth 20% and the final is worth 30%. The mid term is slated for February 26th and the final will take place during the final exam week.

2. Attendance / Participation (10%)

It is expected that you will prepare for class, come to class, and actively participate in class. For preparation, you will be required to not only read the required materials in advance but have taken either notes to summarize the reading or have highlighted what you have read. The point is that we will be discussing the material, and you are expected to actively participate.

3. Annotated Bibliography (40%)

Due date: February 12th (the one week extension is over Feb. 19th at the start of class). No written assignment will be accepted after this extension date and time. See me before the 12th if there is something I need to know or be aware of!

The writing assignment for this course is to prepare an annotated bibliography. You have 3 choices for a topic area:

- a. theoretical explanations for juvenile delinquency and / or youth offending
- b. current and critical issues related to youth justice in Canada
- c. future trends in social responses to youth crime and / or to youth justice

What is the purpose of an annotated bibliography?

The writing centre at UNC (www.unc.edu/depts/wcweb/) provides a great deal of guidance on annotated bibliographies. Based on the information found at this site, the purpose of this assignment is:

- To encourage you to think critically about the content of the works you are using, their place within the discipline of criminal justice, and their relation to your own research and ideas
- To prove you have read and understood your sources
- To establish your work as a valid source and you as a competent researcher

- To help interested researchers determine whether they are interested in your topic by providing background information

What is the format or structure of an annotated bibliography?

Cover page (title: “An Annotated Bibliography: ..”, your name, course name, date)

Introduction (heading in bold) In the first paragraph of your introduction answer these questions: What is the purpose of the assignment?, What is the topic you are examining (be very specific)? Why are you examining this topic (be very specific)? Think about what you want to answer / what are you curious about?

In the second paragraph of your introduction answer these questions: How many annotations are you providing? Why did you choose these ones (be very specific)? How did you find the sources - the studies, books, publications, dissertations, reports, etc? Did you use repositories, google advanced, www databases, library on line or off line data bases, etc?

Citation for the first annotation (in APA style)

Use the exact citation of the reference being reviewed. That is author’s last name, then first initial ... date, title, etc.

Summary (heading in bold type)

Under this heading you are summarizing the content of the source. Give an overview of the arguments and evidence presented in the work and note the conclusions drawn by the author(s). You are giving general information on the kinds of questions or issues addressed in the reading. If it is a book, dissertation or report, start by examining the chapter headings or table of contents; If it is a study, then pay most of your attention to the introduction and the discussion. Stay as objective as possible in this section as your judgement are reserved for the analysis section.

This section will likely be one or two paragraphs in length.

Analysis (heading in bold type)

Here you will be critically evaluating the person(s) or source. In the first paragraph answer the following: Who wrote this? What are their credentials? Have they written on this topic before? Would you consider them an expert? (why or why not) What seems to be the position / agenda of the writer (are they writing for a particular organization)?

In the second paragraph answer the following: How is this reading useful to your topic? Who is the intended audience of this work? How does this work compare or contrast with another or other works you have cited?

Conclusion (heading in bold type)

How difficult or easy was it to find your sources? Be specific. Do you think there might be more relevant sources you have overlooked because of the search methods you used? Explain.

What do you think about the quality of the articles you have summarized with respect you’re your specific topic? Were some too vague? Too broad? Too Redundant? Irrelevant?

How would you rate the quality of the authors with respect to expertise and background?

Gentle reminders:

- Typed, numbered pages, 1 inch margins, line spacing at 1.5 or 2, 12 font Times Roman or Arial
- Proof your work for spelling, grammar, missing pages
- Use full sentences and paragraphs without bullets, dashes or other indications of point form
- Some cautions about your source: If you use an internet source, ensure the web site and the specific page you are looking at is not a press release, news story, or an abstract.
- Ensure your topic (thesis statement / question you want answered) is very specific! For example do not ask, why do youth join gangs? Instead, a more specific question would be: What role do friends play in whether or not a youth joins a gang?

Evaluation of your annotated bibliography

- “A” range: the summaries demonstrate a well articulated insight and understanding of the references; the analyses demonstrate your effort to thoroughly answer the questions; the introduction and conclusion are detailed and demonstrate an effort to answer every question; you include 10 references that are specific to the topic identified in the introduction; have very few spelling and grammatical errors; a clear and easy to understand writing of writing; your citations are presented correctly and formatting is correct.
- “B” range: you include 8 or 9 references that are specific to the topic identified in the introduction; the summaries demonstrate clear insight and understanding of the references (more general terms or with brevity as compared to the “A” range); the analyses demonstrate your effort to thoroughly answer the questions; the introduction and conclusion may be more general / brief / vague; you might have a few more spelling and grammatical errors; the formatting may have a few errors, or some of the citations are incorrectly stated.
- “C” range: you include 6 or 7 references that are specific to the topic identified in the introduction; the summaries demonstrate unclear or vague insight and understanding of the references; the analyses demonstrates some effort to answer the questions; the introduction and conclusion are likely more general /brief /vague and you do not demonstrate an effort to answer every question; the formatting may be incorrect, your writing likely needs attention (over 10 errors).
- “D” range: you include 4 or 5 references that are specific to the topic identified in the introduction; see “C” range for other criteria.
- “F” range: you include 3 or fewer references that are specific to the topic identified in the introduction; see “C” range for other criteria.

WEEKLY SCHEDULE – Winter 2007 (subject to revision)

UNIT ONE	YOUTH AND THE COMMUNITY
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Jan. 8th

Introduction to the Course



Read before next class: Vandergoot, Introduction & Chapter 2

Jan. 10th

**Toward a Disability Paradigm
Good Reasons for a Separate System**



Read before next class: Vandergoot, Chapter 3
o Reading: “Creating a Juvenile Justice System: Then and Now” (pp. 36 to 59)

Jan. 15th

**Even More Reasons for a Separate System
History of the Legislated Response to Youth Delinquency**



Read before next class:
o Reading: “Creating a Juvenile Justice System: Then and Now” (pp. 60 to 67)
o YCJA Preamble and Section s. 1 to 3

Jan. 17th

Philosophy and Principles of the YCJA



Read before next class:

- YCJA, S. 4 to 12, 19
- Checklist on Extrajudicial Measures:
<http://www.justice.gc.ca/en/ps/yj/repository/5chklist/5000001a.html>

Jan 22nd

Extrajudicial Measures Principles and Objectives Type of Extrajudicial measures



Homework before next class:

- Watch the video clip on Billy James (case #1)
<http://jlc.nsc.ca/ycja/videos.html>
 - Give one reason why **each** type of extrajudicial measure might be appropriate in this case

Jan. 24th

Extrajudicial Sanctions



Read before next class:

- YCJA S. 25 and review the CCRF



Homework: Go to www.legalrights4u.ca

- Check out the scenarios / downloads / links that relate to legal rights of youth; write down (and bring to class) what are youth rights upon arrest, to counsel, and with respect to statements made to the police.

UNIT TWO

YOUTH AND THE POLICE

Jan 29th and Jan 31st

The Police and The YCJA Legal Rights On arrest To Counsel Statements to Police Arresting Young people



Read before next class:

- YCJA S. 19, 3(d)(ii), 3(d)(iii), 12, 42, 53, 111, 119

UNIT THREE

CONFERENCES AND VICTIMS

Feb. 5th

Conferences Victims



Read before next class:


- YCJA S. 38(2)(d), 39(1);
- CCC S. 718(2)

UNIT FOUR

GOING TO COURT


Feb. 7th

Youth Justice Court Process Sentencing Principles

-  Read before next class:
- o YCJA S. 14(2), 42(2)(a, l, n, o, p), 91, 61, 62, 69(2), 39(1), 38 (2d)


Feb. 12th and Feb. 14th

Sentencing Options for Youth

-  Read before next class:
- o YCJA S. 63 to 68, 82(4)

Feb. 19th


Adult Sentences

-  Read before next class:
- o YCJA S. 110, 77, 78, 117, 119(2), 120(3)(b), 128

UNIT FIVE	PUBLICATIONS AND RECORDS
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Feb. 21st

**Publications
Records**

-  Read before Feb 28th : Vandergoot, pp. 56 to 84

Feb. 26th MID TERM EXAMINATION

UNIT SIX	JUSTICE FOR YOUNG OFFENDERS
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Feb. 28th

**Snowball Effect
Examples and Strategies
Waiving Rights**

-  Read before next class: Vandergoot, pp. 85 to 124


Mar. 5th

**Competency Assessments in Youth Court
Perspectives on Criminal Intent**

-  Read before next class: Vandergoot, pp. 125 to 159

Mar. 7th

Risk-Need Assessment of Young Offenders

-  Read before next class: Vandergoot, pp. 148 to 170

Mar. 12th

**Easing the Alliance
Justice as Therapy**

-  Read before next class:
- o Reading “Adolescent Violent Victimization and Offending: Assessing the Extent of the Link” (Wendy Regoeczi, University of Toronto)

UNIT SEVEN	THEORIZING ABOUT YOUTH CRIMINALITY
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Mar. 14th

Youth Violence – Cycle of Violence? (Lifestyle)

- 👉 Read before next class:
 - Reading “The Importance of School. Protecting at Risk Youth from early Offending” (J.B. Sprott, University of Guelph, J.M. Jenkins, A.N. Doob, University of Toronto)

Mar. 19th

School (Social Bond)

- 👉 Read before next class:
 - Reading: “Defiance and Despair: Subcultural and Structural Linkages between Delinquency and Despair in the Life Course” (John Hagan, University of Toronto)

Mar. 21st

Despair (General Strain theory, Subcultural theory)

- 👉 Read before next class:
 - Reading “A social control explanation of the relationship between family structure and delinquent behaviour” (C. Kierkus, SUNYA, Douglas Baer, University of Victoria)

Mar. 26th

Family structure and delinquent behaviour (Social Control)

- 👉 Read before next class:
 - Reading: Male and Female Youth Crime in Canadian Communities: Assessing the Applicability of Social Disorganization Theory” (Joanna C. Jacob, University of Waterloo)

Mar 28th

Neighborhoods and youth criminality (Social Disorganization)

- 👉 Read before next class:
 - Reading: “Adolescent drug use and a general theory of crime: an analysis of a theoretical integration” (Ann Marie Sorenson, David Brownfield, University of Toronto)

Apr. 2nd

Drugs (General Theory of Crime)

- 👉 Read before next class:
 - Reading “The Nature of Youth Crime”

UNIT EIGHT	THE NATURE AND EXTENT OF YOUTH CRIME
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Apr. 4th

The Nature of Youth Crime

- 👉 Read before next class:
 - Reading “Trends in Youth Crime”

Apr. 9th Easter Break (no class)

Apr. 11th

Trends in Youth Crime

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

(a)	Assignments	40%
(b)	Quizzes	

(c)	Exams	50%
(d)	Other (eg, Attendance, Project, Group Work)	10% attendance

6. Grading System

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Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED