



School of Arts & Science
CRIMINAL JUSTICE DEPARTMENT
CRIM 254-02
Young Offenders and Justice
2008 W

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:	Monday and Wednesday 10:30 to 12:00		
(c)	Location:	Young 210b		
(d)	Phone:	370-3335	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

Crim 254 – Course Reader (2008)

Cruse, G. (2006) *Juvie. Inside Canada's Youth Jails*. Vancouver, BC, Granville Island Publishing.

Vandergoot, M.E. (2006) *Justice For Young Offenders. Their Needs, Our responses*. Saskatoon, SK, Purich Publishing.

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.)

1. Examinations (45%)

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 25%. The mid term is slated for February 25th and the final will take place during the final exam week.

2. Homework (10%)

At various times in the semester you will be asked to complete homework activities. Your homework needs to be done as it is the foundation for some small group or large group discussion. It needs to be brought to class and therefore becomes a participation mark. If you do not come to class and do not bring in the homework (assume it will be collected) then you cannot receive a participation mark.

3. Reflections on Juvie (20%)

You will be invited to share your reflections (personal and or professional) on the book, "Juvie, Inside Canada's Youth Jails". This will be an online forum (online.camosun.bc.ca).

Part one: The Kids (pp. 3 to 52)

- due date: Monday, March 10th by midnight
- comments to other posts due by March 17th (midnight)

Part two: Adults and Teenager, Relationship in Crisis (pp. 58 to 82)

- due date: Monday, March 17th by midnight
- comments to other posts due by March 24th (midnight)

Part three: The Youth Criminal Justice System (pp. 84 to 183)

- due date: Monday, March 31st by midnight
- comments to other posts due by April 7th (midnight)

Instructions:

The first time you go to this site you will need to enter your user name (your first name.last name(followed by your birthdate; for example kelli.moorhouse06). In the password, enter the phrase changeme. You will be then prompted to change your password.

How I will grade your Reflections:

1. length
 - a. 300+ words = A range
 - b. 250 + words = B range
 - c. 200 + words = C range
2. quality
 - a. demonstration of effort; demonstration of having processed the reading material;
 - b. the reflection is personal or ties to your professional practice (now or in the future). That is, how does the reading change / challenge / reinforce the way you think or what you think? Can you relate on a personal level? Can you make connections to other course material you have been introduced to?

3. Once you have completed your reflection, be sure to read each other's reflections and share any meaningful comments you would like to make (no debate or criticisms). I ask you that you comment on a minimum of two classmates reflections within one week after the due date (counts as part of your grade). Feel free to respond to those who have responded to your own post.

4. Annotated Bibliography (25%)

Due date: February 18th (the one week extension is over Feb. 25th at the start of class). No written assignment will be accepted after this extension date and time. See me *before* the 18th 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. Choose only one! Please see me with your topic idea before commencing your research.

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

What is the purpose of an annotated bibliography?

- a. 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
- b. To prove you have read and understood your sources
- c. To establish your work as a valid source and you as a competent researcher
- d. 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: _____"

Follow the guidelines found in the "Writing Reference Manual for the Criminal Justice Program" for formatting the title page.

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)? For purposes of this assignment you want a very specific topic, one with very few literature resources. You might want to pose a research question: Is there a correlation between parenting styles and youth violence? Do aboriginal young offenders have differing treatment needs than non-aboriginal young offenders?
- Why are you examining this topic (be very specific)? Think about what you want to answer and what it is 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?

The Body of your Annotated Bibliography

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.

Follow the guidelines found in the "Writing Reference Manual for the Criminal Justice Program" for formatting citations.

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 two paragraphs in length (1/2 page).

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)

Your conclusion is a reflective exercise. Think critically as you answer these questions.

Answer the following questions:

- 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? (draw an overall conclusion)

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 5 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 4 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 3 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 2 references that are specific to the topic identified in the introduction; see “C” range for other criteria.
- “F” range: you include 1 or fewer references that are specific to the topic identified in the introduction; see “C” range for other criteria.

WEEKLY SCHEDULE – Winter 2008 (subject to revision)

Jan. 7th

Introduction to the Course



Read before next class:

- Vandergoot, Introduction, Chapter 2 and 3
- Reading: “Creating a Juvenile Justice System: Then and Now” (pp. 36 to 59)

Jan. 14th

Toward a Disability Paradigm Good Reasons for a Separate System Even More Reasons for a Separate System History of the Legislated Response to Youth Delinquency



Read before next class:

- Reading: “Creating a Juvenile Justice System: Then and Now” (pp. 60 to 67)
- YCJA Preamble and Section s. 1 to 3; S. 4 to 12, 19
- Checklist on Extrajudicial Measures (take a look):
<http://www.justice.gc.ca/en/ps/yj/repository/5chklist/5000001a.html>

Jan. 21st

Philosophy and Principles of the YCJA

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



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.

Jan. 28th

**Extrajudicial Sanctions
The Police and The YCJA
Legal Rights**

**On arrest
To Counsel
Statements to Police**



Read before next class:
Vandergoot, pp. 56 to 84

Feb. 4th

Arresting Young people

**Snowball Effect
Examples and Strategies
Waiving Rights**



Read before next class:

- YCJA S. 19, 3(d)(ii), 3(d)(iii), 12, 42, 53, 111, 119
- YCJA S. 38(2)(d), 39(1);
- CCC S. 718(2)

Feb. 11th

**Conferences
Victims**

**Youth Justice Court Process
Sentencing Principles**



Read before next class:

- Vandergoot, pp. 85 to 124
- YCJA S. 14(2), 42(2)(a, l, n, o, p), 91, 61, 62, 69(2), 39(1), 38 (2d)

Feb. 18th

**Competency Assessments in Youth Court
Perspectives on Criminal Intent
Sentencing Options for Youth**



Read before next class:

- YCJA S. 63 to 68, 82(4)

Feb. 25th

MID TERM EXAMINATION

Mar. 3rd

**Adult Sentences
The Management and Correction of Youthful offenders**



Read before next class:

- Vandergoot, pp. 125 to 159
- Reading “A social control explanation of the relationship between family structure and delinquent behaviour” (C. Kierkus, SUNYA, Douglas Baer, University of Victoria)

Mar. 10th

**Risk-Need Assessment of Young Offenders
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)
- 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. 17th

**Neighborhoods and youth criminality (Social Disorganization)
School (Social Bond)**



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

Mar. 24

EASTER MONDAY (no classes)

Mar. 31st

**Drugs (General Theory of Crime)
Youth Violence – Cycle of Violence? (Lifestyle)**



Read before next class:

- Reading “The Nature of Youth Crime”
- Reading “Trends in Youth Crime”
- YCJA S. 110, 77, 78, 117, 119(2), 120(3)(b), 128

Apr. 7th

**The Nature of Youth Crime
Trends in Youth Crime**

**Publications
Records**

Final Exam – During Final Exam Week

Important Dates:

January 28 th	Homework assignment due
February 18 th	Annotated Bibliography due
February 25 th	Last date to submit annotated bibliography
February 25 th	Mid Term Exam
March 10 th	Reflection #1
March 17 th	comments on reflection #1
March 17 th	Reflection #2
March 24	comments on reflection #2
March 31 st	Reflection #3
April 7 th	comments on reflection #3

COURSE GRADING SYSTEM:

The following percentage conversions to letter grade are used in this course:

A+ = 90 - 100%	B = 73 - 76%	D = 50 - 59%
A = 85 - 89%	B- = 70 - 72%	F = 0.00 - 49%
A- = 80 - 84%	C+ = 65 - 69%	
B+ = 77 - 79%	C = 60 - 64%	

(NOTE: IF YOU ARE RETURNING TO CAMOSUN COLLEGE PLEASE NOTICE THE GRADE SCALE HAS CHANGED FOR THE 2007/2008 ACADEMIC YEAR)

ACADEMIC CONDUCT POLICY:

It is your responsibility to become familiar with the content of this policy! See pages 36 through 39 in the 2007 /2008 Camosun College calendar. It addresses such topics as academic dishonesty, cheating, plagiarism, inappropriate student conduct, and consequences.