	<p>School of Arts & Science CRIMINAL JUSTICE DEPARTMENT CRIM 254-001 Young Offenders and Justice Winter 2010</p>
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COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/crim.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
It is **strongly recommended** you keep a copy of this outline with your academic records.
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	KELLI MOORHOUSE		
(b)	Office Hours:	MONDAY AND WEDNESDAY 11 TO 12; ON CAMPUS EVERY DAY		
(c)	Location:	YOUNG 210B		
(d)	Phone:	370-3335	Alternative Phone:	
(e)	Email:	Moorhouse@camosun.ca		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

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

1. Identify and evaluate the concept of juvenile delinquency/youth crime and the range of behaviours included under this concept.
2. Report in depth on the magnitude and impact of youth crime in Canada.
3. Identify and critically assess the theories purported to explain juvenile delinquency/youth crime.
4. Evaluate in depth juvenile justice legislation (e.g. Youth Criminal Justice Act, Young Offenders Act) in terms of underlying philosophies and current interpretations (e.g. definitions & legal processes).
5. Identify and review current and critical issues relating to youth justice in Canada.
6. Identify future trends in social responses to youth crime and youth justice.

3. Required Materials

Bell, S.J. (2007) *Young Offenders and Youth Justice. A century after the fact.* 3rd edition.

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

Other readings may be identified

Relevant Online References:

Youth Criminal Justice Act

For a summary and background:

<http://www.justice.gc.ca/en/ps/yj/ycja/explan.html>

For the YCJA:

<http://laws.justice.gc.ca/en/Y-1.5/index.html>

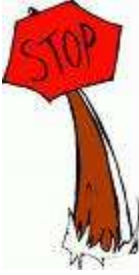
4. Course Content and Schedule

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

WEEKLY SCHEDULE
(subject to revision)

January 12

Syllabus – Course Expectations
Adolescence as a “Socially Constructed” concept
Age of Criminal Responsibility

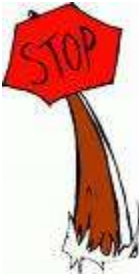


Before January 19th read and take notes on Chapter 3 (pp. 64-95)

January 19

The “Facts” of Youth Crime (Measuring Youth Crime)

- Sources and What They Tell us About Youth Crime
- Profiling Youth Crime
- Measurement Issues

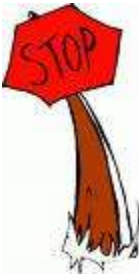


Before January 26th read and take notes on chapter 4 (pp. 98-124)

January 26

The Social Face of Youth Crime (Trends in Youth Crime)

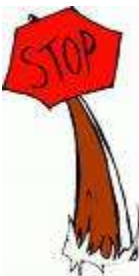
- Race/Ethnicity Age
- Gender Youth As Victims of Crime



Before February 2nd read and take notes on Chapter 6 (pp. 152-170)

February 2

Different Directions in Theorizing About Youth Crime/Delinquency



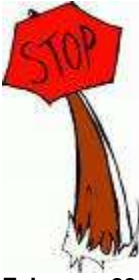
Before February 9th read and take notes on Chapter 7 (pp. 180-211)

February 9

Family, School, Peers and The Youth Crime Problem
Video: Harm’s Way? Bad Kids?

February 16

MID TERM EXAMINATION

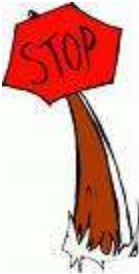


February 23

Before February 23rd read and take notes on Chapter 2 (pp. 34-59)

Creating a Juvenile Justice System

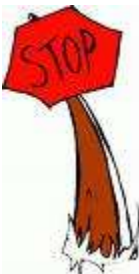
- The Need for a Separate CJS for Youth
- The Canadian Juvenile Justice System
- Modifying the Juvenile Justice System



March 2

Before March 2nd read and take notes on Chapter 8 (pp. 215-242)

The YCJA Processes - Police



March 9

Before March 9th read and take notes on Chapter 9 (pp. 244-283)

The YCJA Processes - Courts

March 16

Youth Court?
Video: Are we Criminalizing Disability?
Guest Speaker: Conferencing?



Before March 23rd read and take notes on Chapter 10 (pp. 286-313)

March 23

The YCJA Processes - Corrections

March 30

Youth Detention Centre?
Video: Teens in Maximum Security?
Guest speaker: Aboriginal Youth? Street Involved Youth? Violent Youth?

April 6

TBD

April

Final Examination during FINAL EXAM Week

5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

I. Research Report (25%) Due: March 2, 2010

Purpose: You are to write an academic research paper that addresses **ONE** of the following topic areas.

Choose (a): identify and review **two** current and critical issues relating to youth justice in Canada

OR

Choose (b): identify **two** future trends in social responses to youth crime and youth justice

What not to do! Guidelines:

Do not use filler in your papers – for example, I do not want you to address the history of the issues you are covering;

Do not use any non academic quality sources. Your paper will be returned and not graded. Late penalties will then apply.

Format:

12 font, 1.5 line spacing, Times New Roman, headings, 1 inch margin on left, page numbers
Work cited (not a Bibliography)

Length: 5 pages minimum (no limit) – excludes cover page and work cited page;

Structure:

- Cover page (see CJ Writing Reference Manual)
- Table of Contents
- Introductory Paragraph (including purpose of your research – you can use a thesis statement if you prefer)
- Body of your report
- Conclusion Paragraph (not a summary)
- Work Cited

References:

Use APA style for referencing in the body of your paper as well as for your work cited page. Use a minimum of 5 academic quality references from a variety of sources.

Late Penalty: The paper is due at the start of class (handing it in after the class begins is considered late). If you will not be coming to class because of illness then use the drop box feature on the d2l site (submitting it before the start of class) and then bring in a hard copy when you are next on campus.

Late submissions will be docked 1% off the 25% allotted for this assignment per day late (beginning after 9:30 am on the due date)

II. Examinations (60%) Midterm: February 16th Final: Final Exam Week

You will have two examinations: a mid term and a final. The format for both exams will be short answer, true false, multiple choice, matching and fill in the blank. Both exams are valued at 30% (of the 60% allotted to exams).

III. Critical Reflections (15%)

The book, “Juvie. Inside Canada’s Youth Jails” provides a unique snapshot into the lives of some of the young people caught up in our local youth justice system. It also provides stories and insights from the professionals who work with these youth. The book is divided into three sections: “the kids”, “adults and teenager – relationships in crisis”, and “the youth criminal justice system.”

As you read through the book, I invite you to think about these youth in a broader, yet more personal context than simply focusing on the ‘crime’ they committed. How can you relate to these young people

when you reflect on your own adolescence and childhood, and how might you connect with the criminal justice personnel'.

Instructions:

For this assignment you will be making four (4) postings to the discussion area (D2L – online) at various times throughout the semester. You will also be responding to a minimum of two classmates posts for each discussion post.

Individually, you are to identify a theme(s) in the reading that is significant for you. For example, you might notice one of the following themes: punishment/prison; struggle; growth; followers and leaders; taking responsibility; change for a better future. You are free to use any of these or (better yet) identify your own.

Grading Scheme:

1. For your initial post:
 - a. length of initial post:
300+ words = A range 250 + words = B range 200 + words = C range
 - b. quality of initial post:
 - clarity of the theme with examples; demonstration of effort; demonstration of having processed the reading material at a personal or professional level;
2. For your responses to classmates' posts:
 - a. Length of response: at a minimum you should have 2 to 3 quality sentences
 - b. your responses to your classmates' posts must encourage further discussion. You are expected to comment/respond to the post (what you agreed with, disagreed with, saw differently, etc). What I am looking for in your response is that you are attempting to further the discussion by raising a new point or question, or a different perspective (caution: do not simply say "I agree with everything you say...").

Specific Instructions:

Post 1. This post will be with reference to the material found in the first section of the book, "The Kids." It covers pages 3 to 52.

- your initial post is due by Monday, January 18th at midnight;
- Your response to a minimum of 2 classmates' posts is due by Monday, January 25th at midnight.

Post 2. This post will be with reference to the material found in Part two: Adults and Teenager, Relationship in Crisis (pp. 58 to 82).

- your initial post is due by Monday, February 1st at midnight;
- Your response to a minimum of 2 classmates' posts is due by Monday, February 8th at midnight.

Post 3. This post will address material found from pages 84 through 113.

- your initial post is due by Monday, March 15th at midnight;
- Your response to a minimum of 2 classmates' posts is due by Monday, March 22nd at midnight.

Post 4. This post will address material found from pages 114 through 169.

- your initial post is due by Monday, March 29th at midnight;
- Your response to a minimum of 2 classmates' posts is due by Monday, April 5th at midnight.

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	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 E-1.5 at camosun.ca for 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, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
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.

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 the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

CLASSROOM EXPECTATIONS. My basic expectations are:

1. that you **WANT** to be in class
2. that you realize that having side conversations that are irrelevant to your learning is both **DISRUPTIVE** and **INCONSIDERATE**
3. that you are **PREPARED** to talk about the material that you have read **BEFORE** coming to class

4. that you show **COURTESY** and **RESPECT** for each other's opinions
 5. that you realize and know that checking your texting devices, using your computer to surf the net/correspond, and checking your cell phones for messages is simply **RUDE**
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INSTRUCTIONAL POLICIES

- **Written Assignment Requirements**

All assignments submitted for evaluation must be original and produced for the purposes of this course only. All assignments must be prepared by each student individually, unless I have given permission for a group submission.

- **Course Completion Requirements**

Students must complete all evaluative requirements (four discussion posts, research/term paper, mid term examination, final examination) to receive a passing grade for the course.

Students must attend any field trips organized (e.g. court house; youth custody centre). These will occur during class time. Transportation to and from these facilities will be arranged in class.

Students failing to complete all the requirements will receive an F grade.

- **Plagiarism**

If you are concerned about your ability to properly credit and cite references, please come see me ASAP. I am here to help you!

Plagiarism is considered a serious academic offense. If plagiarism is documented by your instructor, the penalty will be an automatic "0" for that assignment. A general rule to follow is that 5 or more consecutive words taken from a document or other source should be placed in quotations and referenced appropriately; all other paraphrased information should be credited using a parenthetical citation.

- **Cheating/Academic Dishonesty/Student Conduct**

The Criminal Justice Department has a clearly articulated policy on cheating and student conduct, as does the College. Cheating may result in suspension and the potential loss of a career in the criminal justice field. Please refer to a current College Calendar and the Criminal Justice Orientation Manual.

- **Mark/Grade Challenges and Appeals**

A student who is seeking to question a mark and/or informally resolve a grade appeal with the course instructor must clearly articulate in writing the specific element of the test or assignment being questioned and provide written reasons/arguments supporting why the mark/grade should be changed. The College appeals process is outlined on pages 34 of the 2009/2010 Camosun College Calendar.

- **Student Responsibility**

It is each student's responsibility to familiarize her/himself with course/program and college policies. Students experiencing difficulties throughout the semester are encouraged to talk to the course instructor at the earliest opportunity.