



## 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:	M, T, W, TH 11:30 TO 12:20		
(c)	Location:	YOUNG 210B		
(d)	Phone:	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. 3<sup>rd</sup> Ed.  
 Cruse, G. (2006) Juvie. Inside Canada's Youth Jails. Vancouver: Granville Island Publishing.  
 Vandergoot, M.E. Justice for Young Offenders (on reserve in the library)

### 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.)*

## CLASS SCHEDULE (Subject to revision)

### Theme 1. Let's complicate our thinking from the beginning !

**Jan. 11<sup>th</sup> (Tuesday)**

Agenda for Class:

1. Expectations and Overview

**Jan. 13<sup>th</sup> (Thursday)- Should we eliminate the period known as adolescence?**

Preparation for this Class:

1. View <http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/>

Read! Watch! Click on the "view the full program online" link and watch "you just don't understand and the "wiring of the adolescent brain".

2. Read the fact sheet. [http://act4jj.org/media/factsheets/factsheet\\_12.pdf](http://act4jj.org/media/factsheets/factsheet_12.pdf)
3. **Assignment.** After reading and watching the material on adolescent brain development, pose a question that now arises for you because your own thinking has been challenged. Write it down and bring to class.

Other Resources:

1. [http://www.njjn.org/issue\\_154.html](http://www.njjn.org/issue_154.html) (links to a number of relevant articles on brain development)

Agenda for this Class:

1. Adolescence/Adolescent - a Social Construction (Definitions?)
2. Adolescence - Developmental Psychology (Erikson, Piaget, Kohlberg)
3. Adolescence - Brain Development (normal risky behaviours)
4. Notion of a disability paradigm

**Jan. 18<sup>th</sup> (Tuesday) - Are adolescents a "social problem"?**

Preparation for this Class:

1. **Assignment.** Read Moffit's analysis of the adolescence "limited" offender.  
[http://www.soc.umn.edu/~uggen/Moffitt\\_PR\\_93.pdf](http://www.soc.umn.edu/~uggen/Moffitt_PR_93.pdf)

**Start at this section in the article:** Adolescence-Limited Antisocial Behavior

My account of the adolescence-limited antisocial type will follow this plan: In the first section, *Discontinuity: The Most Common Course of Antisocial Behavior*, I provide a definition and description of this ubiquitous form of antisocial behavior. In the second section, *Beginnings: Motivation, Mimicry, and Reinforcement*, I present three etiological hypotheses. Adolescence-limited antisocial behavior is motivated by the gap between biological maturity and social maturity, it is learned from antisocial models who are easily mimicked, and it is sustained according to the reinforcement principles of learning theory. In the third section, I answer the question, *Why doesn't every teenager become delinquent?* In the fourth section, *Desistance From Crime: Adolescence-Limiteds Are Responsive to Shifting Reinforcement Contingencies*, I explain how temporary delinquents come to be exempted from the processes of continuity. In the fifth section, *Adolescence-Limited Delinquency and Secular Change*, I locate adolescence-limited delinquency in its recent historical context. In the sixth section, I make a case that the antisocial behavior of adolescence-limited delinquents is best regarded as adaptive social behavior.

Write out (in your own words) Moffit's definition/description of this offender.

Write out (in your own words) Moffit's explanation why not every teenager

becomes a delinquent. Write out (in your own words) Moffit's argument that this

should be seen as "adaptive social behaviour." Make this as personal as you can!  
Bring your write up to class.

2. Read Bell (textbook) pp. 3 to 10; 28 to 31;
3. Review how "moral panics" are constructed. "The the role of TV news in creating a moral panic with school violence" <http://www.albany.edu/sci/icjpc/vol8is3/killingbeck.pdf>

Agenda for this Class:

1. Adolescence "limited" offender (discussion)
2. Moral Panics (Mods and Rockers; Columbine School shootings)
3. Politics of youth (and youth crime)

Set up the homework:

Choose a country or U.S. State. What age is set for criminal responsibility for young offenders/ juvenile delinquents? You might find an age minimum or an age range.

**Jan. 20<sup>th</sup> (Thursday) Should Youth be Held Criminally Responsible?**

Preparation for this Class:

1. Read Vandergoot (on reserve): pp. 112 to 114;
2. Read Bell, p. 37,38 (neglected and delinquent children); p. 48 (limited accountability);
3. **Assignment.** Research age of criminal responsibility for the country you have chosen. Bring finding to class. If "doli incapax" is addressed be certain to differentiate it from full criminal responsibility.
4. **Assignment.** Google "age of criminal responsibility". Use two credible sites (remember what you learned in CRIM 166) Develop a definition using your two sites. Bring to class a written copy of your definition. Include the two sites (url and web site name/document name)

Agenda for this Class:

1. Legal status and marginalized youth = not adults and not children
2. Age of Criminal Responsibility
3. Doli Incapax
  - a. JDA, YOA, YCJA
  - b. Other countries/states

**Jan. 25<sup>th</sup> (Tuesday) - Why Question the Punishment of Young Offenders?**

Preparation for this Class:

1. Read Vandergoot (on reserve): pp. 116 to 117;
2. Read Bell, Chapter 2, esp. Table 2.1; pp. 39 to 59;

3. **Assignment.** Carefully read "Why question the punishment of young offenders?"  
<http://www.icclr.law.ubc.ca/Publications/Reports/YouthOffenders.pdf>

Based on the arguments presented in the reading, why should you question the punishment of young offenders? Substantiate your position. Bring in your written response to class to share.

Agenda for this Class:

1. Why question the punishment of young offenders? Discussion
2. Death Penalty? Life Sentences (video)
3. Parens Patriae
4. Philosophies/Models of Youth Justice and "Punishment" and "Parens Patriae"

**Jan. 27<sup>th</sup> (Thursday) - Do we need a Separate CJS for Youth?**

Preparation for this Class:

1. Review Bell, Chapter 2 (addresses the history of a separate system in Canada); pp. 53 to 56 (purpose and principles of the YCJA);
2. **Assignment.** After reading this chapter, answer the following question: "does it make sense to have a bifurcated youth justice system? Substantiate your position. Bring your written response to class to share.

Agenda for this Class:

1. Purpose and Principles of the YCJA
2. Connecting philosophies/models with the purpose and principles
3. Disability paradigm revisited

Set up the Homework:

Create a crime scenario. This is the first of a series of integrated assignments. These are paired assignments and will be noted as (P) in the syllabus.

**Theme 2. Justice Policy and Youth Criminal Behaviour/Young Offenders**

**Feb. 1<sup>st</sup> (Tuesday) - How best to measure youth criminal behaviour?**

Preparation for this Class:

1. Read Bell, pp. 64 to 79; pp. 89 to 95;
2. **(P)Assignment.** Bring Crime Scenario to class. One page approximately. Ensure you convey motive, mens rea and actus reus. Identify the CCC section, name of your offence in the CCC, and note the punishment. Use the following document as your guide: Taylor-Butts, A (2010) "Where and when youth commit police reported crimes, 2008" in Juristat Vol. 30, No. 2  
<http://www.statcan.gc.ca/pub/85-002-x/2010002/article/11241-eng.pdf>

Note. Do not create a case using homicide.

Agenda for this Class:

1. Police Statistics / Court Statistics
2. Self Report Surveys (esp. NLSCY)
3. Victimization Surveys
4. Validity and Reliability
5. Crime Scenario - further development

Set up the Homework:

Line Graphs and Charts - set up x and y axis / Handout graph paper

**Feb. 3<sup>rd</sup> (Thursday) -What are the trends in crime committed by youth?**

Preparation for this Class:

1. Bell, chapter 3 for assistance on your crime; table 3.3A? table 1.4?
2. **(P) Assignment.** Create a line graph that charts your offence (from your crime scenario) from the 1970's to current (2008 data); you will have 3 lines on your graph - (1) your crime using ucr (police) data; (2) the category your crime falls within (e.g. Property Crime); and (3) the overall crime rate.

It likely isn't possible to chart the court statistics on your crime (lower numbers... but if possible then do so); if not possible, then create a separate chart. Write up a summary that explains your graph(s) and offers some interpretation of any changes or lack of changes you observe. Bring your chart and summary to class for presentation.

Other Resources for the Assignment:

1. Carrington, P. (1999) "Trends in youth Crime in Canada 1977-1996" in Canadian Journal of Criminology, pp. 1-32. (Library)
2. Carrington, P. and S. Moyer (1994) "Trends in Youth Crime and Police Response, pre and post -YOA" in Canadian Journal of Criminology, pp. 1-28.
3. BC crime trends shows youth from 1997 to 2007  
[http://www.pssg.gov.bc.ca/police\\_services/publications/statistics/1998-2007-bccrimetrends.pdf](http://www.pssg.gov.bc.ca/police_services/publications/statistics/1998-2007-bccrimetrends.pdf)
4. BC youth charge patterns  
[http://www.pssg.gov.bc.ca/police\\_services/publications/statistics/2007-crimestatistics.pdf](http://www.pssg.gov.bc.ca/police_services/publications/statistics/2007-crimestatistics.pdf)
5. See pdf files on the D2L for police and court statistics

Agenda for this Class:

1. Crime Trends from Police/Court Statistics (presentations)

2. Administrative and YOA/YCJA Offences
3. Crime Waves and Moral Panics (if time)

Final Point: The YCJA "deals with" official crime and official offenders! Justice policy focuses on official statistics, not self-report or victimization surveys.

**Feb. 8<sup>th</sup> (Tuesday) - Who are the young offenders captured in our statistics?**

Preparation for this Class:

1. Bell, Chapter 4 for assistance on your profile.
2. **(P) Assignment:** You will be developing a profile of your young offender in your crime scenario. Based on various studies and government reports, profile your offender based on age, gender, race/ethnicity (use aboriginal, "black" or "east indian", mental health issues, FASD, gang related, previous victimization, prior police contacts and any other variables you have identified and want to include. Bring your written profile to class to share. Include the academic references you have used (other than your textbook).

Resources:

1. Fitzgerald, Robin (2003) An examination of Sex Differences in Delinquency  
<http://dsp-psd.pwgsc.gc.ca/Collection/Statcan/85-561-MIE/85-561-MIE2003001.pdf>
2. Public Health Agency of Canada (nd) Aggressive Girls- An Overview Paper  
<http://www.phac-aspc.gc.ca/ncfv-cnivf/publications/nfntsaggsr-eng.php>
3. Savoie, J. (2007) Youth Self-reported Delinquency, Toronto 2006 in Juristat, Vol 27, No.6 <http://www.statcan.gc.ca/pub/85-002-x/85-002-x2007006-eng.pdf>
4. See pdf files on the D2L for studies

Agenda for this Class:

1. Profiles of Young Offenders
2. Gang problem in Surrey? (video)

Final Point again: The YCJA "deals with" official crime and official offenders! Justice policy focuses on official statistics, not self-report or victimization surveys.

**Theme 3. Theorizing about Youth Criminal Behaviour and Young Offenders**

**Feb. 10<sup>th</sup> (Thursday) - Causal or correlational relations or does it really matter?**

Preparation for this Class:

1. Read Bell, (pp. 127 to 131)
2. Review of psychological determinism (pp. 138 to 142)
3. Review of Social Disorganization and Strain theory (pp. 142 to 147)
4. Review of Control Theory (pp. 147 to 149)
5. Review of Social Learning Theory (p. 157)

6. Review of Social Control and Social Learning (pp. 158 to 159)
7. Review of Opportunity Theory (pp. 161 to 162)
8. Review of Life course Developmental Theory (pp. 162 to 163)

Agenda for this Class:

1. Research and the Scientific Method - what causes criminal behaviour?
  - a. Basis of positivism (determinism)
  - b. Concepts / correlations/causal relationships
2. Challenges to Positivism
3. Free will vs. determinism
4. Review of primary sociological theories

<b>Feb. 15<sup>th</sup> (Tuesday) - Theorizing about your young offender/offence</b>
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Preparation for This Class:

1. Bring your textbook and your CRIM 166 textbook to class. Bring your PSYC 252 and SOC 250 books to class as well (if you are taking these courses).

Agenda for this Class:

1. Theorizing about your offender and their crime  
**(P) In class assignment:** develop a 1 to 2 page theoretical application (detailed and specific) of 2 theories that you think best explain your young offender and their crime.

<b>Feb. 17<sup>th</sup> (Thursday)- Are Family, School, and Peers at the Crux?</b>
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Preparation for this Class:

1. Read Bell, pp. 174 to 176
2. Read Bell, pp. 181 to 194 (family section) Answer this question in preparation for a class discussion. According to the text, the relationship between family structure (broken homes) and delinquency is consistent but also consistently weak. Stronger relationships have been demonstrated with factors such as parenting styles and parental attachments. Why then are so many people, particularly conservative groups so insistent that single and/or working mothers are a major "cause" of youth crime?
3. Kierkus, C.A. and D. Baer 2002) A social control explanation of the relationship between family structure and delinquent behaviour in Canadian Journal of Criminology Oct. 2002 pp. 425 to 458 (through library)

Other Resources:



1. Leschied, A., B. Chiodo, E. Nowicki, S. Rodger (2008) Childhood Predictors of Adult Criminality: A Meta-Analysis Drawn from the Prospective Longitudinal Literature in *CJCCJ* Vol 50, No.4 pp. 435-461
2. See Tremblay's work "Physical aggression during childhood - trajectories and predictors (2004)  
<http://pediatrics.aappublications.org/cgi/reprint/114/1/e43>
3. Brannigan, A., K. H. Hardwick (2008) Self Control, Child Effects, and Informal Social Control: A Direct Test of the Primacy of Sociogenic Factors in *CJCCJ* Vol. 50, No 1 pp. 1 to 24

Agenda for this Class:

1. Contextualizing youth crime (cultural studies)
2. Deconstructing youth crime and young offenders
3. Family - **(P) In Class Assignment**. Application to your young offender.

**Feb. 22<sup>nd</sup> (Tuesday) - Reading Break on Thursday**

Preparation for this Class:

1. Read Bell, pp. 194 to 202
2. Spratt, J.B., J. Jenkins, A. Doob (2005) The Importance of School. Protecting At-Risk Youth From Early Offending in Youth Violence and Juvenile Justice, in *CJCCJ*, Vol. 3, No. 1 pp. 59 to 77 (via library)

Other Resources:

1. Baerveldt, C., B. Voker, R.M. Rossem (2008) Revisiting Selection and Influence: An Inquiry into the Friendship Networks of High School Students and Their Association with Delinquency" in *CJCCJ*, Vol. 50, No.5 pp. 559 to 578

Agenda for this Class:

1. School - **(P) In Class Assignment**. Application to your young offender.

**Mar. 1<sup>st</sup> (Tuesday)**

Preparation for this Class:

1. Read Bell, pp. 202 to 211

Agenda for this Class:

1. Peers: Friends and Gangs - **(P) In Class Assignment**. Application to your young offender.

**Mar. 3<sup>rd</sup> (Thursday) -Aggression and Childhood: Does it persist through adolescence?**

Preparation for this Class:

- ❖ **Assignment**. Read Moffitt's analysis of the "life course persistent" offender.  
[http://www.soc.umn.edu/~uggen/Moffitt\\_PR\\_93.pdf](http://www.soc.umn.edu/~uggen/Moffitt_PR_93.pdf)

Start at this section in the article: Life-Course-Persistent Antisocial Behavior



My account of the life-course-persistent antisocial type follows this plan: In the first section, *Continuity of Antisocial Behavior Defined*, I provide a definition and description of persistent antisocial behavior. In the second section, *Beginnings: Neuropsychological Risk for Difficult Temperament and Behavioral Problems*, I present the hypothesis that persistent antisocial behavior has its origins in an interaction between children's neuropsychological vulnerabilities and criminogenic environments. In the third section, *Maintenance and Elaboration Over the Life Course: Cumulative Continuity, Contemporary Continuity, and Narrowing Options for Change*, I introduce the cumulative and contemporary processes that maintain antisocial behavior across time and that expand antisocial behavior into a pervasive adult life-style. In the fourth section, I summarize the theory's perspective on continuity, and in the fifth section, I make a case that life-course-persistent antisocial behavior is a form of psychopathology.

Write out (in your own words) Moffit's definition/description of this offender (behaviour). Write out (in your own words) Moffit's hypothesis that persistent antisocial behaviour has its origins in an interaction between children's neuropsychological vulnerabilities and criminogenic environments. Bring your responses to class for discussion.

❖ **Assignment.** Review one of the following:

- a. <http://www.statcan.gc.ca/pub/85-561-m/2003002/4224938-eng.pdf>
- b. <http://www.statcan.gc.ca/pub/89-599-m/89-599-m2004001-eng.pdf>
- c. Early Offending: Understanding the Risk and Protective Factors of Delinquency (on D2L)
- d. "Problem Behaviour and Delinquency in Children and Youth" (on D2L)

In preparation for class, after reviewing one of these articles, think about how it addresses Moffit's life course persistent category. Write down the connections you have made and bring responses to class for discussion.

Agenda for this Class:

1. Revisit adolescence "limited" offender (Moffit)
2. Life Course Persistent (Moffit)
3. Theme 3 - Implications?

#### **Theme 4. The YCJA in action: How the CJS operates with young offenders**

**Mar. 8<sup>th</sup> (Tuesday) – Police, Decision Making and Diversion Options**

Preparation for this Class:

1. Read Bell, pp. 215 to 225; pp. 225 to 232;
2. Carrington, P.J. and J.L. Schulenberg "Prior police contacts and police discretion with apprehended youth" <http://www.statcan.gc.ca/pub/85-561-m/2004003/4193726-eng.pdf>
3. **(P) Assignment.** Closely examine this document. Which category does your offence fall under? According to the information found in your textbook (pp. 225-228) on extrajudicial measures, how would you interpret the principles and

objectives of extrajudicial measures in your case? See Box 8.4 for Principles and Box 8.5 for objectives. Bring your written responses to class.

<http://www.ag.gov.bc.ca/prosecution-service/policy-man/pdf/YOU1.4-YCJA-ExtrajudicialMeasures-18Nov2005.pdf>

Resource:

<http://www.ag.gov.bc.ca/public/ycja/pocket-guide.pdf>

Agenda for this Class:

1. Police Contact and Decision Making
2. **(P) In class assignment:** Identify the legal and extra-legal factors that affected how the police interacted with your young offender.
3. Diversionary options for the police
4. If time, begin to create an extrajudicial measures and sanctions flowchart.

<b>Mar. 10<sup>th</sup> (Thursday) - Diversion in our Community</b>
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Preparation for this Class:

1. Read Vandergoot (on reserve): pp. 58 to 60;
2. Read Bell, pp. 232 to 242;
3. **(P) Assignment.** Create a flowchart from police contact with your offender through to crown charge addressing both extrajudicial measures and sanctions. Show boxes for all options and use arrows to show what happened with your offender. Bring to class.

Agenda for this Class:

1. Diversion in our local community
2. Using Youth Justice Committees
3. Raising questions about the use of diversion

Note: Next class will be a court visit. We will meet at 9:00 a.m. downtown in the education classroom. Assume we will spend the morning there.

<b>Mar. 15<sup>th</sup> (Tuesday) - Visit to Youth Court</b>
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Agenda for this Class:

Meet in the education classroom (under the stairs entrance) at the Court House at 9:00 am.

After Court Assignment:

Post to the D2L what you have gleaned today specifically about young offenders, the YCJA, and court.

<b>Mar. 17<sup>th</sup> (Thursday) - Should youth be able to waive their rights?</b>
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Preparation for this Class:

1. Read Vandergoot (on reserve in library): pp. 80 to 84; 95 to 101;
2. Read Bell, pp. 248 to 251; 262 to 264;

3. **Assignment.** Watch scenario's 1, 4 and 7 on this "fun" youth oriented site. Which specific rights are addressed in each vignette? Write down your responses and bring to class.

Agenda for this Class:

1. Reflections on our court visit
2. Holding youth prior to trial
3. **(P) Assignment in class.** Will your offender be detained prior to trial? Why or why not? Connect the research findings to your case (pp. 248 to 250).
4. Legal Rights

**Mar. 22<sup>nd</sup> (Tuesday) – Extrajudicial Sanctions and Conferences**

Preparation for this Class:

1. Read Bell, pp. 259 to 260; pp. 264 to 265;

Agenda for this Class:

1. A Specialized role for Probation Officers under the YCJA
2. Sentencing Conferences

**Mar. 24<sup>th</sup> (Thursday) – Youth Sentences or Adult Sentences: Is this division necessary?**

Preparation for this class:

1. Read Bell, pp. 259 to 260; pp. 264 to 276;

Agenda for this Class:

1. Principles of sentencing under the YCJA. Should Adult sentencing principles apply to young offenders?
2. What is the process for sentencing young offenders?
3. How come some youth get adult sentences while others do not? (presumptive and non-presumptive offences)

**Mar. 29<sup>th</sup> (Tuesday) – Sentencing Young Offenders – Issues and Non-custodial Options**

Preparation for this Class:

1. Read Bell, pp. 276 to 279;
2. **(P) Assignment.** How will your youth be sentenced? To answer this question, first think about the purpose and relevant principles (section 38 – see pg. 268). You will need to tie these back into your sentence later. Then examine the various **non-custodial** options. For each option, address whether or not it would

meet the purpose and principles of sentencing based on your offender and their offence. For example, the first option is a reprimand - it is used for a first time offender with a minor charge who "needs a talking to". Is this your offender? Would this be a meaningful consequence? Would this help in his/her reintegration and rehabilitation? Etc. Bring your written response to class.

Note: I am not looking for your final decision yet, as this is simply an exploration of options.

Agenda for this Class:

1. Purpose, principles and non custodial options - your critiques
2. ISSO/NRAO - What is happening locally?

**Mar. 31<sup>st</sup> (Thursday) - Sentencing Young Offenders - Issues and Custodial Options?**

Preparation for this Class:

1. Read Bell, pp. 292 to 294; pp. 294 to 299;

Agenda for this Class:

1. Custodial Options
2. How is custody changing in British Columbia?
3. DCSO/IRCSO - What is happening locally?

**Apr. 5<sup>th</sup> (Tuesday) - Youth in Custody - When things go very wrong....**

Preparation for this Class:

1. **(P) Continuation of Assignment.** How will your youth be sentenced? Recall, think about the purpose and relevant principles (section 38 - see pg. 268). You will need to tie these back into your sentence. Now examine what you have learned about custody as an option. Is your youth eligible for a custodial sentence? Does Section 62 of the YCJA apply? Do you have a presumptive offence? Is your young offender eligible for an adult sentence? Does a DCSO or an IRCSO apply to your offender? Bring your written response to class.
2. Review the Purpose of Custody and Supervision (p. 293);
3. Preview box 10.4 (p. 300)

Agenda for this Class:

1. Custody - when things go wrong (video)
  - a. Discussion: in class: Reflect on Sections 83 and 98(4) in relation to the video

## **Apr. 7<sup>th</sup> (Thursday) - Can Youth be Scared Straight?**

### Preparation for this Class:

1. **(P) Assignment.** Determine how you will sentence your offender. Bring your written final decision and rationale to class.
2. Read Bell, pp. 300 to 310

### Agenda for this Class:

1. Scared Straight? (video)
2. CRIM 254 in review....

## **Apr. 12<sup>th</sup> (Tuesday) - Visit to the Youth Custody Centre**

### Preparation for this class:

1. Survey this document which profiles youth in custody in BC. Think about some specific questions you can ask the person conducting your tour. This will be very relevant to your discussion post (made after our visit)

<http://www.mcs.bc.ca/node/162>

### Agenda for this Class:

1. Meet at the Youth Custody Centre. Info. Forthcoming.

### After the Youth Custody Visit:

Post to the D2L a reflection on your visit. What did you learn about programming and custody of youth? Who are the young people? What brought them in? What questions were asked by your classmates and what responses did you hear?

## **Apr. 14<sup>th</sup> (Thursday) - Contributions and Reflections**

### **5. Basis of Student Assessment (Weighting)**

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

1. Reflections on Juvie (12%) -D2L
  - a. Part 1
  - b. Part 2
  - c. Part 3
2. Post Field Trip Reflections (8%) - D2L
  - a. Youth Court
  - b. Youth Custody Centre
3. Young Offender / Youth Crime Culminated assignment (50%)
  - a. Crime Scenario - February 1<sup>st</sup> - 3%
  - b. Line Graph (statistics on this crime) - February 3<sup>rd</sup> - 4%
  - c. Profile of the Young Offender - February 8<sup>th</sup> - 3%
  - d. Theoretical application to your young offender - February 15<sup>th</sup> -6%

- e. Family - Application to your offender - February 17<sup>th</sup> (in class) - 4%
  - f. School - Application to your offender - February 22<sup>nd</sup> (in class) -3%
  - g. Peers/Friends - Application to your offender - March 1<sup>st</sup> (in class) -4%
  - h. Extrajudicial Measures (offence; principles/purpose) - March 8<sup>th</sup> -3%
  - i. Legal and Extra-legal factors and your young offender - March 8<sup>th</sup> (in class) - 4%
  - j. Flowchart extrajudicial measures - March 10<sup>th</sup> - 3%
  - k. Detained or released prior to trial - March 17<sup>th</sup> - 3%
  - l. Sentencing - exploring options (non custodial) - March 29<sup>th</sup> - 4%
  - m. Sentencing - exploring custody as an option - April 5<sup>th</sup> - 4%
  - n. Sentence your young offender - April 7<sup>th</sup> - 2%
4. Out of Class Assignments (30%)
- a. Adolescent Brain Development - January 13<sup>th</sup> - 4%
  - b. Adolescence Limited Offender - January 18<sup>th</sup> -4%
  - c. Age of Criminal Responsibility - January 20<sup>th</sup> -2%
  - d. Questioning the Punishment of Young Offenders - January 25<sup>th</sup> -5%
  - e. Bifurcated Youth Justice System - January 27<sup>th</sup> -2%
  - f. Life Course Persistent Offender - March 3<sup>rd</sup> -4%
  - g. Further connections with Life Course Persistent offenders - March 3<sup>rd</sup> -5%
  - h. Rights of Youth - March 17<sup>th</sup> -4%

## 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](http://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.

<b>IP</b>	<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 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
<b>CW</b>	<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](http://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