



## 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 11:30 to 1:30		
(c)	Location:	YOUNG 210B		
(d)	Phone:	3703335	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. (2011) Young Offenders and Youth Justice. A century after the fact. 4<sup>TH</sup> Ed.
- Cruse, G. (2006) Juvie. Inside Canada's Youth Jails. Vancouver: Granville Island Publishing.

Other readings will be available via the Internet or through the D2L course platform.

### 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 minor changes – check the D2L regularly)

<b>PART I.</b>	<b>WHAT IF?</b>
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<b>January 8<sup>th</sup></b>	<b>Tuesday</b>	
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Agenda:

- Course Contract – Syllabus / Expectations / Community of Learners

<b>January 10<sup>th</sup></b>	<b>Thursday</b>	<b>Should we eliminate the period known as adolescence?</b>
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Preparation for Class:

Time Required (suggestion) = 1 ½ hour	METHOD OF SUBMISSION: Bring to class
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1. Go to: <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. Go to: [http://www.actforyouth.net/resources/rf/rf\\_brain\\_0502.pdf](http://www.actforyouth.net/resources/rf/rf_brain_0502.pdf) Read.
3. Go to: [http://act4jj.org/media/factsheets/factsheet\\_12.pdf](http://act4jj.org/media/factsheets/factsheet_12.pdf) Read the fact sheet.
4. If time, watch: <http://www.youtube.com/watch?v=GPMP68QP698>

**Assignment #1: Adolescent Brain Development.** After reading and watching the material on adolescent brain development, pose two very specific “research” questions that now arise for you because your own thinking has been challenged. Write these down and bring to class. The questions MUST connect to the content of the videos/fact sheet (not general questions).

Guidance: A research question is broader than a hypothesis yet specific enough that a hypothesis can be derived from it. The question will include specific variables.

Consider googling “what is a research question?” Here is a useful and relevant link:  
<http://writingcenter.gmu.edu/resources-template.php?id=59>

Agenda:

- Adolescence/Adolescent – a Social Construction (Definitions?)
- Adolescence – Developmental Psychology (Erikson, Piaget, Kohlberg)
- Adolescence – Brain Development (normal risky behaviours)

<b>January 15<sup>th</sup> Tuesday</b>	<b>Are adolescents a “social problem”?</b>
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Preparation for Class:

Time Required (suggestion) = 1 ½ hour	METHOD OF SUBMISSION: Drop Box Before class
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1. Read Moffitt’s analysis of the adolescence “limited” offender. Go to:  
[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, *Desistence From Crime: Adolescence-Limited’s 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.”

**Assignment #1: Adolescence-Limited Offender.** Write out (in your own words) Moffitt’s definition/description of this offender. Write out (in your own words) Moffitt’s explanation why not every teenager becomes a delinquent. Write out (in your own words) Moffitt’s argument that this should be seen as “adaptive social behaviour.” Make this as personal as you can!

Drop box your response before class starts AND bring your TYPE WRITTEN response to class (or have it available on your electronic device).

2. Read Bell (textbook) pp. 2 to 9; 25 to 28;
3. Review how “moral panics” are constructed. “The role of TV news in creating a moral panic with school violence”  
<http://www.albany.edu/sci/jcipc/vol8is3/killingbeck.pdf>

Agenda:

- Adolescence “limited” offender (discussion)
- Moral Panics (Mods and Rockers; Columbine School shootings)
- Politics of youth (and youth crime)

Heads UP – Upcoming Assignment:

Before you leave today you will be choosing a country or a State in America in preparation for your homework assignment on “age of criminal responsibility” and “doli incapax”.

<b>January 17<sup>th</sup> Thursday</b>	<b>Should Youth be Held Criminally Responsible?</b>
<u>Preparation for Class:</u>	
Time Required (suggestion) = 1 ½ hour	METHOD OF SUBMISSION: Drop Box Before class

1. Read Bell, pp. 19/20 (neglected and delinquent children); p. 41 (limited accountability);

**Assignment #1: Age of Criminal Responsibility.**

First, using an online search engine (e.g. google), research the terms “age of criminal responsibility” and “doli incapax”; Write down in your own words a description of each of these.

Second, research the country/State you were assigned last class and determine what its CURRENT youth legislation sets the “age of criminal responsibility” at and what the age range for “doli in capax” is. Take the time to also research how any previous youth legislation in the country/State differed in its definition of “age of criminal responsibility” or “doli incapax.”

Third, write a one paragraph description addressing what you have learned about what is found in the current youth legislation and then a one paragraph description addressing what you have learned about what is found in earlier youth legislation for that country/State. Do not use point form. Provide your references in APA style after the two paragraphs.

Drop box your response before class starts AND bring your TYPE WRITTEN response to class (or have it available on your electronic device).

Agenda:

- Legal status and marginalized youth = not adults and not children
- Age of Criminal Responsibility
- Doli Incapax
  - JDA, YOA, YCJA
  - Other countries/States

Heads UP – Upcoming Assignment:

Find a partner! You will be developing a detailed crime scenario (incident report to start). This is the first of a series of integrated assignments. These are paired assignments and will be noted as (P) in the syllabus.

<b>January 22<sup>nd</sup> Tuesday</b>	<b>Why Question the Punishment of Young Offenders?</b>
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Preparation for Class:

Time Required (suggestion) = 2 hours	METHOD OF SUBMISSION: Drop Box Before class
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1. Read Bell, Chapter 2, esp. Table 2.1; pp. 31 to 51;
2. Go to: <http://www.icclr.law.ubc.ca/Publications/Reports/YouthOffenders.pdf> Read this article through a critical lens.

**Assignment #1. Why Question the Punishment of Young Offenders.** Based on the ARGUMENTS presented in the reading (#3), take a position on the following statement: The punishment of young offenders should be questioned. Substantiate your position using information provided in the reading and, if you like, other knowledge you have gained from your academic courses or supplement with further research.

Expectations of the assignment: One paragraph with a topic sentence; references specific to the article are quoted or paraphrased; author and page reference used IN the paragraph – see the CJ Writing Reference Manual;

Drop box your response before class starts AND bring your TYPE WRITTEN response to class (or have it available on your electronic device).

Agenda:

- Why question the punishment of young offenders? Discussion
- Death Penalty? Life Sentences (video)
- Parens Patriae
- Philosophies/Models of Youth Justice and “Punishment” and “Parens Patriae”

<b>January 24<sup>th</sup> Thursday</b>	<b>Do we need a Separate CJS for Youth?</b>
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Preparation for Class:

Time Required (suggestion) = 1 ½ hour	METHOD OF SUBMISSION: Drop Box Before class
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1. Review Bell, Chapter 2 (addresses the history of a separate system in Canada); pp. 46 to 51 (purpose and principles of the YCJA); p. 61 (bifurcated system);

**Assignment #1: Bifurcated system.** First, using an online search engine (e.g. google), research the term “bifurcated system” within the context of youth justice, and review how Bell describes this concept. Second, thinking critically about the purpose of a bifurcated youth justice system, take a position on the following question: Does it make “sense” to have a bifurcated youth justice system? Substantiate your position with two clearly articulated reasons or justifications. Write a one paragraph response using one of the following as your opening sentence: “Yes, it makes sense to have a bifurcated youth justice system.” Or “No, it does not make sense to have a bifurcated youth justice system.”

Expectations of the assignment: one paragraph beginning with a topic sentence; substantiated with references (author/page) within the paragraph;

Drop box your response before class starts AND bring your TYPE WRITTEN response to class (or have it available on your electronic device).

Agenda:

- Purpose and Principles of the YCJA
- Connecting philosophies/models with the purpose and principles

<b>PART II. JUSTICE POLICY AND YOUTH CRIMINAL BEHAVIOUR/YOUNG OFFENDERS</b>
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<b>January 29<sup>th</sup> Tuesday</b>	<b>How best to measure youth criminal behaviour?</b>
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Preparation for Class:

Time Required (suggestion) = 1 ½ hour	METHOD OF SUBMISSION: Drop Box Before Class
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1. Read Bell, pp. 65 to 78; pp. 88 to 94;
2. Go to: 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>

**(P)Assignment #1: Crime Scenario.** Read the Taylor-Butts document as your guide to this assignment. Your crime MUST reflect what the research suggests (where applicable). Do not create a case using homicide.

Instructions:

1. You will be writing an "Incident Report" (a narrative from the perspective of a police officer). The officer may have happened upon a crime in progress, been dispatched, or been flagged down by a witness.
2. When completing the narrative portion of this report imagine that you are painting a picture so that when someone reads your narrative they understand what has happened. The incident report will be written in third person, in past tense, using precise details, complete sentences, correct grammar and spelling, and following a narrative sequence.
3. The following is an example of an incident report after the officer was dispatched to the scene. There are three additions for this assignment – the CCC section, category of offence and corresponding punishment. Only the narrative portion was completed for this sample.

Copy this form or create your own in a word document. Fill it in for your offence. Drop box your response before class starts AND bring your TYPE WRITTEN response to class (or have it available on your electronic device).

<b>_____ Police Department: Incident Report</b>
Officer Name: _____
Incident Type: _____ (e.g. Break and Enter)

CCC Section: \_\_\_\_\_ Maximum Punishment: \_\_\_\_\_  
Category of Offence: \_\_\_\_\_ (i.e. summary conviction, hybrid, indictable)  
Incident Date: \_\_\_\_\_ Time: \_\_\_\_\_  
Incident Location: \_\_\_\_\_

Weapon? Yes \_\_\_ No \_\_\_ If yes, type: \_\_\_\_\_

Incident Report Narrative (Summary):

At 16:10 hours on Monday, January 23<sup>rd</sup>, 2012 Constable Moorhouse responded to a dispatched call at 3100 Foul Bay Road, Victoria BC. The call regarded Brian Fisher who said his laptop computer had been stolen out of his car.

Upon arrival at 16:20 hours the writer was met by Mr. Fisher next to his vehicle in the College staff parking lot where she reported the following. Brian Fisher is a 45 year old and is married to Eva Lonsdale who is 47 years old. They have two children, Steve and Howell, who are 8 year old twins. Mr. Fisher is a Criminal Justice instructor and works at Camosun College, located at 3100 Foul Bay Road. Ms. Lonsdale is also a Criminal Justice instructor, teaching in the Justice Studies Program at Royal Roads University.

Mr. Fisher walked out of his office in the Young building at 16:00 hours and over to the staff parking lot on campus. When he reached his vehicle in the parking lot, he noticed his driver's side door was slightly ajar. He stated that he then noticed that the soft top on his convertible had been slashed just above the driver's door. He stated that when he had exited his car that morning at approximately 08:00 hours there was no slash on the roof and that he had securely locked his car door and had set the alarm system.

Mr. Fisher's car is silver, 2 door, 2010 Baxter convertible, licence plate # 123LAW, VIN # 3703335. The black material roof had a 12 inch slash located approximately over the driver's door. There were no other signs of damage to the roof or other areas of the vehicle.

Constable Moorhouse canvassed the staff parking lot but found no witnesses or damage to other vehicles. Mr Fisher reported a possible suspect. He described the events of Friday, January 20<sup>th</sup> at 15:00 hours in his office, Young building, Room 210 where a student, Karin Foster showed up in an agitated state. Mr. Fisher explained that Ms. Foster had received a failing grade the previous semester in a course she had taken with him and had only recently learned that she could not take a particular course this semester as she had failed the prerequisite course. Mr. Fisher said that Ms. Foster stood in his doorway calling him a "jerk" and a "sexist pig" and that she then said "because of you I won't be able to complete my education by next April". Apparently she then slammed his door before exiting the Young building.

Karin Foster's home address is #207 – 1579 McKenzie Avenue. Constable Moorhouse attempted to contact Ms. Foster at her home with negative results.

Investigation continues.

Constable Kelli Moorhouse #1963

January 23<sup>rd</sup>, 2012 20:30 hours

Agenda:

- Self Report Surveys (esp. NLSCY)
- Victimization Surveys
- Crime Scenario – further development

Heads UP – Upcoming Assignment:

You will need to pick up graph paper today to complete your homework assignment. The X (years) and Y axes (rates per 100,000) will be set. It is likely that the Y axis lines are best set at 200 per line.

**January 31<sup>st</sup> Thursday**  
**What are the trends in crime committed by youth?**

**What are the trends in crime committed by youth?**

Preparation for Class:

Time Required (suggestion) = 1 ½ hour	METHOD OF SUBMISSION: Bring Line Graph and Summary to class
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1. Start here. See pdf files on the D2L for most current police and court statistics
2. Police Reported Crime Statistics in Canada – 2010 <http://www.statcan.gc.ca/pub/85-002-x/2011001/article/11523-eng.htm> There is some information here on Youth Crime.
3. Carrington, P. (1999) "Trends in youth Crime in Canada 1977-1996" in Canadian Journal of Criminology, pp. 1-32. Note: This journal is available in library and via the electronic journal database.
4. 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. Note: This journal is available in the library and via the electronic journal database.

**(P) Assignment #1: Line Graph.** 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 the 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 you may create a separate chart (this is optional). 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.

This is a challenging exercise. Do your best to make sense of "official" data sources and to locate the early data (pre 1980's).

Agenda:

- Crime Trends from Police/Court Statistics (presentations)
- Administrative and YOA/YCJA Offences
- 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.

Heads UP – Upcoming Assignment:

Your first Reflection from the Book "Juvie" is due before midnight, Thursday, February 9<sup>th</sup>. It is based on Part I. See the "Discussion Board" in our D2L for further instructions. The Grading Matrix is found earlier in this syllabus.

<b>February 5<sup>th</sup> Tuesday</b>	<b>Who are the young offenders captured in our statistics?</b>
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Preparation for Class:

Time Required (suggestion) = 1 ½ hour	METHOD OF SUBMISSION: DROP BOX BEFORE CLASS
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1. Bell, Chapter 4 for assistance on your profile.
2. Go to: [http://www.mcs.bc.ca/pdf/time\\_out\\_2.pdf](http://www.mcs.bc.ca/pdf/time_out_2.pdf). This document profiles young offenders incarcerated in British Columbia. Build your profile using some of the commonalities found in this study.

**(P) Assignment:** You will be developing a profile of your young offender in your crime scenario. Based on various studies and government reports, profile, using full sentences, your offender addressing each of the following:

- Age including date of birth
- Place of Birth
- Gender
- Socio-economic status
- Race/ethnicity - use aboriginal, “black” or “east Indian”
- Height, weight, hair and eye colour, describe hair (straight, long...), facial features, body shape
- Distinguishing marks or features (tattoos, scars, moles, etc.)
- Mental health issues and/or FASD and/or addictions (elaborate on this item)
- Choose a number of prior contacts with the police (from 1 to 5) – no need to name charges or the nature of the contacts;
- Motive from the young offender’s perspective (elaborate on this item)
- Note – you will be examining the variables of family, school, and peers in a future assignment so do NOT address them at this point.

Drop box your response before class starts AND bring your TYPE WRITTEN response to class (or have it available on your electronic device). Include the academic references (APA citation at bottom of page) you have used (other than your textbook).

Agenda:

- Profiles of Young Offenders
- 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.

Heads UP – Upcoming Assignment:

Final Reminder: Your first Reflection from the Book “Juvie” is due before midnight, Thursday, February 7<sup>th</sup>. It is based on Part I. See the “Discussion Board” in our D2L for further instructions.

**PART III. THEORIZING ABOUT YOUTH CRIMINAL BEHAVIOUR AND YOUNG OFFENDERS**

<b>February 7<sup>th</sup> Thursday</b>	<b>Are family, school or peers at the crux?</b>
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Preparation for Class:

Time Required (suggestion) = 1 hour	METHOD OF SUBMISSION: None
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1. Read Bell, pp. 186 to 199
2. 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. Note: This journal is available in the library and via the electronic journal database.

Agenda:

- **Family – (P) In Class Assignment.** Application to your young offender. Topics to address will be provided in class.

Heads UP – Upcoming Assignment:



Your responses to the first Reflection from the Book “Juvie” are due before midnight, Thursday, February 14<sup>th</sup>. See the “Grading Matrix” earlier in this syllabus for guidance on how to respond.

<b>February 12<sup>th</sup> Tuesday</b>	<b>Are family, school or peers at the crux?</b>
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Preparation for Class:

Time Required (suggestion) = 1 hour	METHOD OF SUBMISSION: None
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1. Read Bell, pp. 199 to 217
2. Sprott, 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. Note: This journal is available in the library and via the electronic journal database.

Agenda:

- **School** (and Peers if applicable) – **(P) In Class Assignment**. Application to your young offender. Topics to address will be provided in class.

Heads UP – Upcoming Assignment:

Final Reminder: Your responses to the first Reflection from the Book “Juvie” are due before midnight, Thursday, February 16<sup>th</sup>. See the “Grading Matrix” earlier in this syllabus for guidance on how to respond.

Your second Reflection from the Book “Juvie” is due before midnight, Thursday, February 23<sup>rd</sup>. It is based on Part II. See the “Discussion Board” in our D2L for further instructions. The Grading Matrix is found earlier in this syllabus.

<b>February 14<sup>th</sup> Thursday</b>	<b>Aggression and Childhood: Does it persist through adolescence?</b>
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Preparation for Class:

Time Required (suggestion) = 1 ½ hour	METHOD OF SUBMISSION: Drop box before class
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1. Read Moffit’s analysis of the “life course persistent” offender. Go to: [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.

**Assignment #1: Life Course Persistent Offender.** 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.

Drop box your response before class starts AND bring your TYPE WRITTEN response to class (or have it available on your electronic device).

Agenda:

- Life course persistent offender
- Revisit the adolescent limited offender (Moffit)
- **(P) In Class Assignment:** Application of **Moffit's categories** to your crime/offender

Heads UP – Upcoming Assignment:

Final Reminder: Your second Reflection from the Book “Juvie” is due before midnight, Thursday, February 21<sup>st</sup>. It is based on Part II. See the “Discussion Board” in our D2L for further instructions.

Your responses to the second Reflection from the Book “Juvie” are due before midnight, Thursday, February 28<sup>th</sup>. See the “Grading Matrix” earlier in this syllabus for guidance on how to respond.

<b>February 19<sup>th</sup></b>	<b>Tuesday</b>	<b>Theorizing about your young offender/offence</b>
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Preparation for Class:

Time Required (suggestion) = 1 ½ hour	METHOD OF SUBMISSION: None
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1. Read Bell, Chapters 5 and 6 (review of theories)

Agenda:

- Review of Theories of criminal behaviour

<b>February 21<sup>st</sup></b>	<b>Thursday</b>	<b>READING BREAK – NO CLASS</b>
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<b>February 26<sup>th</sup></b>	<b>Tuesday</b>	<b>Theorizing about your young offender/offence</b>
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Preparation for Class:

Time Required (suggestion) = ½ hour	METHOD OF SUBMISSION: none
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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). Review the theories.

Agenda:

- Theorizing about your offender and their crime
- (P) In class assignment:** develop a 2 to 3 page theoretical application (detailed and specific) of 3 theories that you think best explain your young offender and their crime. These theories **MUST** be clearly different from each other. Further details of the assignment will be provided in class.

Heads UP – Upcoming Assignment:

Final Reminder: Your responses to the second Reflection from the Book “Juvie” are due before midnight, Thursday, March 1<sup>st</sup>. See the “Grading Matrix” earlier in this syllabus for guidance on how to respond.

<b>February 28<sup>th</sup></b>	<b>Thursday</b>	<b>Theorizing about your young offender/offence</b>
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Time Required (suggestion) = 1 hour	METHOD OF SUBMISSION: Drop box before class
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Preparation for Class:

1. Polish off your theoretical application assignment.

Drop box your response before class starts AND bring your TYPE WRITTEN response to class (or have it available on your electronic device).

Agenda:

- Circle Conversation

<b>PART IV. THE YCJA IN ACTION: How the CJS operates with young offenders</b>
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<b>March 5<sup>th</sup> Tuesday</b>	<b>Police, Decision Making and Diversion Options</b>
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Preparation for Class:

Time Required (suggestion) = 1 ½ hour	METHOD OF SUBMISSION: Bring to Class
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1. Read Bell, pp. 223 to 236;
2. Go to: 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>

**(P) Assignment #1: Legal and Extra-Legal Factors** (to be finished in class)

Closely examine the Carrington and Schulenberg document. Identify your offence category in table 1 (or if it is not there, then choose the offence category which most closely resembles your offence).

From Table 1: What percentage of youth who have been apprehended for your offence, are likely to be charged? This is the first column percentage.

From Table 2: Find the column with the age of your youth. Find the corresponding offence (or the offence category that most closely resembles your offence). What is the percentage of all youth apprehended in your category? For example, for all 13 year olds who are apprehended only 3.2% of them are apprehended for an assault or sexual assault (level 2).

From Table 3: Find the column that corresponds with the number of prior police contacts you identified in your offender profile (assignment from February 7<sup>th</sup>) and find the row with your offence category. Where they intersect is your apprehension percentage based on prior contacts. Note this percentage and compare it with the other percentages found in the row. In other words, does the number of prior contacts with police have any apparent relationship with the likelihood of being apprehended for your particular offence?

Other tables: Take a look at the other tables if you are interested and interpret the findings based on your offender/offence.

Table 15: This is a summary of the findings regarding police discretion and decision making. Assuming these are accurate (and reflect the findings also conveyed in your textbook on legal factors (pp. 226, 27), assess the likelihood that your young offender will be apprehended and charged by the police.

Write up your findings as a series of statements.

3. Go to <http://www.pssg.gov.bc.ca/crimeprevention/justice/docs/CAPInformationPackage.pdf>

**(P) Assignment #2: Extrajudicial Measures** (to be finished in class)

Scroll down to Appendix A. Find your offence in one of the four columns. Record the column number. Carefully read pp. 24 to 27 in this document to help you clearly differentiate extrajudicial measures from sanctions. Note if the column number that your offence falls under is to be addressed through an informal resolution.

Bring your findings to class.

Agenda:

- Police Contact and Decision Making
- **(P) Complete Assignment #1:** Identify the legal and extra-legal factors that affected how the police interacted with your young offender.
- Diversionary options for the police
- **(P) Complete Assignment #2:** Instructions to follow in class.

<b>March 7<sup>th</sup></b>	<b>Thursday</b>	<b>Diversion in our Community</b>
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Preparation for Class:

Time Required (suggestion) = 1 hour	METHOD OF SUBMISSION: None
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1. Read Bell, pp. 236 to 254;

Agenda:

- Diversion in our local community
- Using Youth Justice Committees
- Raising questions about the use of diversion

Heads UP – Upcoming Assignment:

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. In preparation for this visit, review the reflection criteria that you will be responding to via a posting to the discussion board. This is found in the Discussion Board link.

Your Reflection from the Court Visit is due before midnight, Thursday, March 14<sup>th</sup>. See the “Discussion Board” in our D2L for further instructions. The Grading Matrix is found earlier in this syllabus.

<b>March 12<sup>th</sup></b>	<b>Tuesday</b>	<b>Visit to Youth Court</b>
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Agenda:

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

Heads UP – Upcoming Assignment:

Final Reminder: Your Reflection from the Court Visit is due before midnight, Thursday, March 14<sup>th</sup>. See the “Discussion Board” in our D2L for further instructions. The Grading Matrix is found earlier in this syllabus.

<b>March 14<sup>th</sup></b>	<b>Thursday</b>	<b>Should youth be able to waive their rights?</b>
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Preparation for Class:

Time Required (suggestion) = 1 hour	METHOD OF SUBMISSION: None
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1. Read Bell, pp. 261 to 267; 275 to 281;

Agenda:

- Holding youth prior to trial

- **(P) Assignment in class: Detained or Released?** Will your offender be detained prior to trial? Why or why not? Connect the research findings to your case (pp. 261 to 268).
- Court Proceedings

Heads UP – Upcoming Assignment:

Your responses to your classmates' posts for the Court Visit are due before midnight, Thursday, March 21<sup>st</sup>. See the "Grading Matrix" earlier in this syllabus for guidance on how to respond.

Your third Reflection from the Book "Juvie" is due before midnight, Thursday, March 21<sup>st</sup>. It is based on Part III. See the "Discussion Board" in our D2L for further instructions. The Grading Matrix is found earlier in this syllabus

<b>March 19<sup>th</sup> Tuesday</b>	<b>Extrajudicial Sanctions and Conferences</b>
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Preparation for Class:

Time Required (suggestion) = 1 hour	METHOD OF SUBMISSION: None
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1. Read Bell, pp. 259 to 260; pp. 264 to 265;

Agenda:

- A Specialized role for Probation Officers under the YCJA
- Sentencing Conferences

Heads UP – Upcoming Assignment:

Final Reminder: Your responses to your classmates' posts for the Court Visit are due before midnight, Thursday, March 21<sup>st</sup>. See the "Grading Matrix" earlier in this syllabus for guidance on how to respond.

Final Reminder: Your third Reflection from the Book "Juvie" is due before midnight, Thursday, March 21<sup>st</sup>. It is based on Part III. See the "Discussion Board" in our D2L for further instructions. The Grading Matrix is found earlier in this syllabus.

<b>March 21<sup>st</sup> Thursday</b>	<b>Youth Sentences or Adult Sentences: Is this division necessary?</b>
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Preparation for class:

Time Required (suggestion) = 1 hour	METHOD OF SUBMISSION: None
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1. Read Bell, pp. 281 to 286; pp. 269 to 274

Agenda:

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

Heads UP – Upcoming Assignment:

Your responses to your classmates' posts on the third Reflection from the Book "Juvie" are due before midnight, Thursday, March 28<sup>th</sup>. See the "Grading Matrix" earlier in this syllabus for guidance on how to respond.

<b>March 26<sup>th</sup> Tuesday</b>	<b>Sentencing Young Offenders – Issues and Non-custodial Options</b>
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Preparation for Class:

Time Required (suggestion) = 1 ½ hour
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METHOD OF SUBMISSION: Drop box before class
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1. Read Bell, pp. 286 to 289;

**(P) Assignment – Part I: Sentencing Your Young Offender.**

Important: Information regarding your young offender will change as follows: assume that the offence you have described in your crime scenario is actually their fourth offence of a similar nature; for the previous 3 offences the young offender proceeded through court and was found guilty. They were sentenced accordingly. The information you provided about your young offenders previous contacts with the police stays as you described – you are now adding in this other “layer of complexity!”

First, closely examine the principles and factors of sentencing (review of last class; see text, Box 9.11 pg. 284). Examine the Factors to be considered in sentencing found in SS.3 and write a sentence or two addressing each of the factors SS(3) (a), (b), (c), (d), (e) and (f) and how they relate/don't relate to your case.

Drop box your response before class starts AND bring your TYPE WRITTEN response to class (or have it available on your electronic device).

Agenda:

- Factors in sentencing – your critiques
- Non Custodial options
- ISSO/NRAO – What is happening locally?

Heads UP – Upcoming Assignment:

Final Reminder: Your responses to your classmates' posts on the third Reflection from the Book “Juvie” are due before midnight, Thursday, March 28<sup>th</sup>. See the “Grading Matrix” earlier in this syllabus for guidance on how to respond.

<b>March 28<sup>th</sup> Thursday</b>	<b>Sentencing Young Offenders – Issues and Custodial Options?</b>
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Preparation for this Class:

Time Required (suggestion) = 1 ½ hour
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METHOD OF SUBMISSION: Drop box before class
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1. Read Bell, pp. 289 to 292; pp. 308 to 310;

**(P) Assignment – Part II: Sentencing Your Young Offender.**

Now examine the various **non-custodial** options (review of notes from last class; see text). For **each** option, address whether or not it would meet the specific principles of sentencing found in S. 38, Subsection (2), Sub-Subsections (d) and (e). You are not addressing the sub-subsections of (a) through (c).

For example, starting with the first non-custodial option found on page 286 is a judicial reprimand – it is used for a first time offender with a minor charge who “needs a talking to”. Is this your offender? Would this appropriately address what is found in SS(2) subsection (d)? (e)? Continue this analysis for each of the non-custodial sentencing options. Your rationale may be similar or the same for a few of the options.

Note: You are NOT at this point officially sentencing your young offender; you are examining ALL of the options in light of the principles and factors (Section 38) to be considered in sentencing.

Drop box your response before class starts AND bring your TYPE WRITTEN response to class (or have it available on your electronic device).

Agenda for this Class:

- Custodial Options
- How is custody changing in British Columbia?
- DCSO/IRCSO – What is happening locally?
- 

<b>April 2<sup>nd</sup> Tuesday</b>	<b>Youth in Custody – When things go very wrong....</b>
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Preparation for Class:

Time Required (suggestion) = 1 ½ hour	METHOD OF SUBMISSION: Drop box before class
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1. Review your notes/textbook on custodial sentences;
2. Refresh the details of S. 83 found in Box 10.3 (p. 309)
3. Examine the details of S. 98(4) found in Box 10.5 (p. 319)

**(P) Assignment – Part III: Sentencing Your Young Offender.**

Now that you have analyzed the principles in relation to non custodial options, you will be assessing whether or not custody is an option for your young offender. Clearly answer the following: Is Custody an option for your young offender based on what is described in the legislation? In other words, is your young offender “eligible” to receive a custodial sentence? If not, why not? If yes, why? Clearly articulate your application of the legislation to your young offender. As you answer this question, address each of the following in your response: Does S. 62 of the YCJA apply? Do you have a presumptive offence and if so, what exactly does this mean? Is your young offender eligible for an adult custodial sentence? Does a DCSO or an IRCSO apply to your offender?

Drop box your response before class starts AND bring your TYPE WRITTEN response to class (or have it available on your electronic device).

Agenda:

- Custody – when things go wrong (video)
- Reflect on Sections 83 and 98(4) in relation to the video

Heads UP – Upcoming Assignment:

Next class will be a visit to the Youth Custody Centre. Meeting time will likely be 9:00 a.m. at the Centre. Assume we will spend the morning there.

Your Reflection from the Custody Visit is due before midnight, Thursday April 4<sup>th</sup>. See the “Discussion Board” in our D2L for further instructions on what to report on after the visit and be sure to read the material I have suggested in the preparation for class (April 4<sup>th</sup>) before attending the Youth Centre. The Grading Matrix is found earlier in this syllabus.

Your responses to your classmates’ posts on the Youth Custody Centre visit are due before midnight, Tuesday, April 9<sup>th</sup>. See the “Grading Matrix” earlier in this syllabus for guidance on how to respond.

<b>April 4<sup>th</sup> Thursday</b>	<b>Visit to the Youth Custody Centre</b>
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Preparation for Class:

Time Required (suggestion) = 1 ½ hour	METHOD OF SUBMISSION: Discussion Board
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1. Read the material found in your textbook on programming (p. 318 to 330)
2. Revisit this document: 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>

3. Prepare at minimum, one question to ask that is relevant to the course and specific to youth in custody.

Agenda:

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

Heads UP – Upcoming Assignment:

After our visit today, and before midnight tonight, post to the D2L a reflection on your visit.

<b>April 9<sup>th</sup></b>	<b>Tuesday</b>	<b>Can Youth be Scared Straight?</b>
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Preparation for Class:

Time Required (suggestion) = 1 ½ hour	METHOD OF SUBMISSION: Drop Box before class
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1. Read Bell, pp. 318 to 331

**(P) Assignment – You Be the Judge: Sentencing Your Young Offender.**

Finally, you will be sentencing your young offender. Culminate your assessments and analyses from the first three parts of this assignment into an actual sentence. This will be a 4 part “report” addressing each of the 4 sections of this assignment. Use headings for each of the four parts.

Drop box your response before class starts AND bring your TYPE WRITTEN response to class (or have it available on your electronic device).

Agenda:

- Scared Straight? (video)
- How did you Sentence your offenders?

<b>April 11<sup>th</sup></b>	<b>Thursday</b>	<b>Contributions and Reflections</b>
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Agenda:

- Contributions and Reflections
- Gord Cruse?
- Boys and Girls Club?

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

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

<b>Assignment</b>	<b>Percent</b>
Individual Written Assignments / Reflections	25
Paired: Young Offender / Youth Crime Assignments	55
Reflections on the book “Juvie”	12
Reflections on Field Trips: Court / Youth Custody	8
<b>Total</b>	<b>100</b>



## OVERVIEW OF ASSIGNMENTS

### INDIVIDUAL Written ASSIGNMENTS – OUT OF CLASS – PREPARATION FOR CLASS (25%)

Twenty five percent (25%) of your grade is based on your ability and willingness to engage with the material on your own before we connect with each other in class. This course will give you the opportunity to be active in your learning and construct your own educational experience.

The preparation time is suggested for each class in the schedule that follows. This should be reflective of the typical post secondary expectation that for every hour in class there are two hours of out of class work. That said, the out of class preparation will vary from no preparation to a few hours.

DUE DATE	TOPIC	COMPLETE / INCOMPLETE Or GRADED?	MARKS ASSIGNED	HOW TO SUBMIT
January 10	Adolescent Brain Development	Complete/ Incomplete	10	BRING TO CLASS
January 15	Adolescence-Limited Offender	Graded	15	DROPBOX BEFORE CLASS
January 17	Age of Criminal Responsibility	Complete/ Incomplete	10	DROPBOX BEFORE CLASS
January 22	Why Question the Punishment of Young Offenders	Graded	15	DROPBOX BEFORE CLASS
January 24	Bifurcated System	Complete / Incomplete	5	DROPBOX BEFORE CLASS
February 14	Life Course Persistent Offender	Graded	15	DROPBOX BEFORE CLASS
		<b>TOTAL MARKS</b>	<b>70</b>	

### PAIRED Young Offender / Youth Crime ASSIGNMENTS (P) – OUT OF CLASS AND IN CLASS (55%)

Fifty five percent (55%) of your grade is assigned to your application of the course material to a fictitious crime and a fictitious offender. The requirement is that you work with one other class mate (or two others if agreed to in advance by the instructor) on these applied topics. If your mate is NOT participating fully in these assignments with you please let me know – it is a form of academic cheating to earn marks for work completed by someone else. Academic cheating affects both parties grade on the assignment.

Some of these assignments will require you to meet with your team mate in advance of class to complete the requirements, while other assignments will be completed in class together. If you are absent from a class where a paired assignment is being completed “in class” you will not earn any marks for the submission.

DUE DATE	TOPIC	COMP / INC Or GRADE	MARKS ASSIGNED	HOW TO SUBMIT
January 29	Crime Scenario	Graded	20	DROP BOX BEFORE CLASS
January 31	Line Graph	Complete / Incomplete	10	BRING TO CLASS
February 5	Profile of Young Offender	Complete/ Incomplete	10	DROP BOX BEFORE CLASS
February 7	Family	Graded	15	COMPLETE IN CLASS
February 12	School (and Peers)	Complete / Incomplete	10	COMPLETE IN CLASS
February 14	Moffit's categories applied to Offender	Graded	20	COMPLETE IN CLASS
February 26 / 28	Theoretical application to young offender/ crime	Graded	30	START IN CLASS / DROPBOX AFTER CLASS
March 5	Legal and Extra-Legal Factors	Graded	15	BRING TO CLASS /

				COMPLETE IN CLASS
March 5	Extra-judicial Measures	Complete / Incomplete	10	BRING TO CLASS / COMPLETE IN CLASS
March 14	Detained or released?	Complete / Incomplete	5	COMPLETE IN CLASS
March 26	Part I – Sentencing Your Offender	Complete / Incomplete	10	DROP BOX BEFORE CLASS
March 28	Part II – Sentencing Your Offender	Complete / Incomplete	10	DROP BOX BEFORE CLASS
April 2	Part III – Sentencing Your Offender	Complete / Incomplete	10	DROP BOX BEFORE CLASS
April 9	You be the Judge – Sentencing Your Offender	Graded	15	DROPBOX BEFORE CLASS
		<b>TOTAL MARKS</b>	<b>190</b>	

### REFLECTIONS on the Book “Juvie” – INDIVIDUAL ASSIGNMENTS (12%)

The book, “Juvie. Inside Canada’s Youth Jails” by Gord Cruse 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’.

**General Instructions:** This overall assignment requires you to make three (3) 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.

Write the theme in the subject line. Start off your response with a topic sentence (that identifies the theme you are writing about in your response). Substantiate your view using examples from the reading and any other examples (academic or personal) that have relevance to your theme. Carefully note the grading matrix for expectations of the initial entries. Cut and paste a response that you have created in a word document. Do NOT use the attach link.

Expectations: All initial posts will be written in paragraph(s); a minimum of 2 specific references (citations) to the reading are to be included in the response; these references MUST serve the purpose of a citation (e.g. they offer an example, substantiate a view, etc.); page references for quotes/paraphrases must be included;

DUE DATE	TOPIC	COMP / INC Or GRADED?	MARKS ASSIGNED	HOW TO SUBMIT
February 7	Juvie: Part I – Initial Post to Discussion Board	Graded	8	DISCUSSION BOARD
February 14	Juvie: Part I – Response to classmates Initial Post	Graded	2	DISCUSSION BOARD
February 21	Juvie: Part II – Initial Post to Discussion Board	Graded	8	DISCUSSION BOARD
February 28	Juvie: Part II – Response to classmates Initial Post	Graded	2	DISCUSSION BOARD
March 21	Juvie: Part III – Initial Post to Discussion Board	Graded	8	DISCUSSION BOARD
March 28	Juvie: Part III – Response to classmates Initial Post	Graded	2	DISCUSSION BOARD
		<b>TOTAL MARKS</b>	<b>30</b>	

## REFLECTIONS on Field Trips: Court / Youth Custody – INDIVIDUAL ASSIGNMENTS (8%)

DUE DATE	TOPIC	COMPLETE / INCOMPLETE Or GRADED?	MARKS ASSIGNED	HOW TO SUBMIT
March 14	Court Visit – Initial Post to Discussion Board	Graded	8	DISCUSSION BOARD
March 21	Court Visit – Response to classmates Initial Post	Graded	2	DISCUSSION BOARD
April 2	Custody Centre Visit – Initial Post to Discussion Board	Graded	8	DISCUSSION BOARD
April 9	Custody Centre Visit – Response to classmates initial Post	Graded	2	DISCUSSION BOARD
		<b>TOTAL MARKS</b>	<b>20</b>	

### GRADING RUBRICS

#### PAIRED ASSIGNMENTS AND INDIVIDUAL ASSIGNMENTS

<b>Exemplary (4 to 5 marks)</b>	The response indicates that the student has a thorough understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information is clearly text-based.
<b>Competent (3 to 4 marks)</b>	The response indicates that the student has an understanding of the reading concept embodied in the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete or clearly text-based.
Cut off:	<u>Complete</u> is above this; <u>Incomplete</u> is below this:
<b>Emerging (2 to 3 marks)</b>	The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.
<b>Below Expectations (1 to 2 marks)</b>	The response indicates that the student has very limited understanding of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws, and may not address all requirements of the task.
<b>Well Below Expectations (0 marks)</b>	The response indicates that the student does not demonstrate an understanding of the reading concept embodied in the task. The student has provided a response that is inaccurate; the response has an insufficient amount of information to determine the student's understanding of the task; or the student has failed to respond to the task.

#### DISCUSSION BOARD FOR THE BOOK "JUVIE" AND THE FIELD TRIPS

DELIVERY OF INITIAL POST	Exemplary (6.5 to 8 marks)	Competent (5 to 6.5 marks)	Emerging (3.5 to 5 marks)	Below Expectations (below 3.5 marks)
<b>Writing skills</b>	Grammatically correct post with rare misspellings	Few grammatical or spelling errors are noted	Errors in spelling and grammar evidenced in post	Utilizes poor spelling and grammar in the post; post appears hasty
<b>Relevance of post</b>	The post topic relates to the discussion topic; cited additional references related to topic	Post topic is related to the discussion content; prompts further discussion of topic	Post is off topic; posts is short in length and offers no further insight into the topic	Post topics which do not relate to the discussion content; makes short or irrelevant remarks
<b>Expression within the post</b>	Expresses opinions and ideas in a clear and concise manner with obvious connection to the	Opinions and ideas are stated clearly with occasional lack of connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Does not express opinions or ideas clearly, no connection to topic

	topic			
<b>Length</b>	300+ words	250+ words	200+ words	Under 200 words
<b>YOUR RESPONSE TO OTHERS POSTS</b>	<b>Exemplary (2 marks)</b>	<b>Competent (1.5 marks)</b>	<b>Emerging (1 mark)</b>	<b>Below Expectations (no marks)</b>
<b>Quality of Responses to Postings</b>	Discuss one point you agree with AND one point you dislike/disagree with and why (for each response you make);		Doesn't clearly discuss a points of agreement and a point of dislike/disagreement and why (for each response you make) One or fewer responses are made;	
<b>Timing of Responses</b>	Timely responses well before the deadline; more than a day before the due date for responses.		Responses are at the deadline; on the final day that responses are due.	
<b>Contribution to the learning community</b>	Aware of needs of learning community; attempts to motivate the group discussion; presents creative approaches to topic. Responds to 3 or more initial postings. Respond to at least one of the responses made to your original post (reflect on what someone else says to you about your original post) only IF someone else commented.	Attempts to direct the discussion and to present relevant viewpoints for consideration by the group; interacts freely. Responds to 2 or more initial postings. Respond to at least one responses made to your original post (reflect on what someone else says to you about your post) if you have responses made to your original post.	Marginal effort to become involved with group. Responds to 1 or 2 initial postings; responses may be very brief or simply convey "I like your post!"	Does not make effort to participate in learning community as it develops; seems indifferent. Doesn't respond at all.

## 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

### OUR CLASSROOM AS A "COMMUNITY OF LEARNERS - A COMMUNITY OF INQUIRY"

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We each have our own agendas of what we want to learn and how we want to learn it. What do you need and want to know? How does this course matter with respect to your career aspirations? What can we learn from each other and teach each other? How will you actively engage with each other and with the material?

This course is run as a seminar which means you will be at the centre of your learning of the course material. We will have guest speakers, videos, tours, and a variety of applied assignments. There will be no exams and no major papers. Come to class prepared to share, to reflect, to teach, to ask, and to think.

A note on attendance: Every class absence, regardless of the reason, affects your ability to participate and the ability of your mates to learn from you. One percent (1%) of the overall course grade will be lost for each absence. A medical note will be taken into consideration as long as you notify me via email or phone message before class (extenuating circumstances excluded). Late arrivals and early exits also interfere with your ability to participate and you will lose marks accordingly. Two missed classes and two late arrivals are excused.

### COURSE COMPLETION REQUIREMENTS

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Individual Assignments (complete / incomplete and graded homework): Five of the six assignments will be submitted in the drop box **before** class (before 10 am); the other assignment is to be completed out of class and brought in to class for discussion. If you fail to complete FOUR or more of these assignments and submit them as set out in the syllabus, you will forfeit the entire individual assignment mark (25%). An incomplete grade will be assigned for submitted work if you do not meet the minimum expectation (see the grading matrix for individual and paired assignments). You can resubmit a returned incomplete assignment once you have completed it to the minimum expectation. If you do not submit an assignment when it is due and as set out in the syllabus no grade will be assigned for the assignment. A graded individual assignment cannot be resubmitted for a higher/better grade.

Paired Assignments (complete/incomplete and graded out of class and in class work): There are 14 assignments which have various means of submission; some are drop boxed before class, some are prepared out of class and then brought to class for discussion, and some are completed in class. If you fail to complete EIGHT or more of these assignments and submit them as set out in the syllabus, you will forfeit the entire PAIRED assignment mark (55%). An incomplete grade

will be assigned for submitted work if you do not meet the minimum expectation (see the grading matrix for individual and paired assignments). You can resubmit a returned incomplete assignment once you have completed it to the minimum expectation. If you do not submit an assignment when it is due and as set out in the syllabus no grade will be assigned for the assignment. A graded paired assignment cannot be resubmitted for a higher/better grade. Discussion board reflections on the book "Juvie" and the two field trips have deadlines attached. If you miss a deadline then you will miss out on earning a grade for that particular post/response. There is no course completion requirement that you complete the discussion board reflections. Instructions for these reflections are found in the Discussion Board link on the D2L. Read these BEFORE the outings!

### THE GRADING OF ASSIGNMENTS

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Homework assignments are graded as either complete/incomplete using a competency based grading system, or a grade is assigned using the more familiar, numeric grading system (e.g. 7/10).

Incomplete/Complete assignments: Homework submitted that meets the minimum expectation earns 100%; homework submitted that does not meet the minimum level of competency earns 50%.

You can resubmit an incomplete assignment. It must be submitted (use the drop box or discussion forum where the original entry was submitted) within **2 weeks** of receiving feedback. If the resubmission remains incomplete the grade of 50% remains; if the resubmission brings your response to the minimum level of competency expected then your grade becomes 100%.

There is only 1 opportunity for resubmissions of any competency based assignment (complete/incomplete).

Graded numeric assignments: For all graded assignments, there is no resubmission opportunity.