

## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Course Prefix:** CJ

**Course Title:** Juvenile Justice

**Year:** 2025

**Course and Section #:** 2330-X01

**Credits:** 3

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### ***Course Description***

This course provides students with an overview of the juvenile justice system from its origin through present-day trends and development. Examines the origin and development of the juvenile court as well as its changing social and political philosophy. Discusses the role and relationship of municipal law enforcement toward the juvenile offender. Also examines closed juvenile institutions, juvenile probation and parole as well as alternative placement such as group homes.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Professor Mary Kent

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### ***Student Learning Outcomes***

Upon successful completion of this course, students will be able to:

- Describe elements of juvenile law.
- Define the primary differences between the Juvenile Justice System and the Adult Justice System.
- Identify factors that potentially cause juvenile delinquency.
- Identify sociological, psychological and biological theories, attempting to explain Juvenile Delinquency.
- Describe how juvenile delinquency may contribute to adult criminal activity.
- Identify the juvenile court process.
- Analyze the effectiveness of the juvenile deterrent practices.
- Explain the influence of peers, family, school and other social influence in shaping a child's behavior.
- Critique prevention and treatment of juvenile delinquency.

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## ***Course Materials and Texts***

Required materials, fees and technology: Siegel, L. & Welsch, B. (2018). *Juvenile Delinquency: Theory, Practice, and Law*, (13th ed). Boston MA: Cengage Learning.

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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

*All assignments are to be completed and submitted online through Canvas by their corresponding due date.*

Assignments (30% of total grade)

Discussion Post (30% of total grade)

Quizzes (25% of total grade)

Exams (15% of total grade)

### **Grading Policy**

A (90-100%); B+ (80-89%); C+ (70-79%); D+ (60-69%); and E (59-0%)

### **Assignments:**

Follow the rubrics attached to all assignments to maximize your grade. Assignments are due Sunday evenings by 11:59 p.m.

### **Discussions:**

Students will engage in discussions for each lesson. Initial posts are due Wednesdays by 11:59 p.m.

Learner responses are due no later than Sunday at 11:55 p.m. each week. When corresponding online it is important to be aware of Netiquette or proper etiquette online. This document explains how we should correspond online to ensure a safe and open learning environment for everyone.

Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. Comments that do not add significantly to a discussion will receive no credit. It

is okay to disagree in a discussion. In fact much learning happens when we disagree. However we need to be respectful and

keep our online classroom a safe place to learn.

### **Assessments:**

There are quizzes for nearly every lesson. Quizzes are multiple choice, true false. You will have one timed attempt for each quiz so make sure you are prepared by completing all the readings and assignments for each lesson. Quizzes are due Sunday evenings by 11:59 p.m.

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## **Required or Recommended Reading Assignments**

All required readings use chapters from the course text that align with the schedule below.

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## **General Description of the Subject Matter of Each Lecture or Discussion**

Course schedule:

Module 1 History of Juvenile Justice

Module 2 The Nature and Extent of Delinquency

Module 3 Delinquency Prevention & Police Work with Juveniles

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Module 4 Court Process of Juveniles 4a  
Module 4 Court Process of Juveniles 4b  
Module 5 Juvenile Corrections 5a  
Module 5 Juvenile Corrections 5b  
Module 5 Juvenile Corrections 5c  
Module 6 Individual and Psychological Views of Delinquency  
Module 7 Theory of Social Structure, Process, Culture and Delinquency  
Module 8 8a Theory of Social Reaction, Conflict and Delinquency  
Module 8 8b Theory of Social Reaction, Conflict and Delinquency  
Module 9 Family, Peers and Delinquency 9a  
Module 9 Family, Peers and Delinquency 9b  
Module 10 Schools, Drugs and Delinquency  
Final Exam Freedom Writers

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## ***Required Course Syllabus Statements***

### **Generative AI**

#### **AI Syllabus Statement**

*\*adapted from [Temple University](#)Links to an external site. statement on AI in classes.*

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

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### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status,

pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.