

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 3/15/2016

1b. Department/Division: Sociology

1c. Contact Person

Name: Edward Morris

Email: ewmo222@uky.edu

Phone: 257-4413

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: SOC 337

2c. Full Title: Juvenile Delinquency

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: A study of the many social factors that shape juvenile delinquency and its control (including race, ethnicity, socioeconomic class, and gender). Students learn about past and present theories, research, and practices in order to address the issue of juvenile delinquency from a sociological perspective.

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SENATE COUNCIL

2k. Prerequisites, if any: 6 hours of social science credit or consent of the instructor

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 40-50

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: This course will count towards the Sociology major and the Criminology minor. It should interest students majoring in Political Science, Psychology, and Social Work.

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|CRE227|Claire M Renzetti|SOC 337 NEW Dept Review|20150506

SIGNATURE|ACSI222|Anna C Harmon|SOC 337 NEW College Review|20151020

SIGNATURE|JMETT2|Joanie Eit-Mims|SOC 337 NEW Undergrad Council Review|20160315

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate F

Attachments:

Upload File

Browse...

	ID	Attachment
Delete	6457	SOC 337 syllabus (revised 3-15-16).doc

First 1 Last

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (If different from Contact) Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

A study of the many social factors that shape juvenile delinquency and its control (including race, ethnicity, socioeconomic class, and gender). Students learn about past and present theories, research, and practices in order to address the issue of juvenile delinquency from a sociological perspective.

k. Prerequisites, if any:

6 hours of social science credit or consent of the instructor

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 40-50

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

This course will count towards the Sociology major and the Criminology minor. It should interest students majoring in Political Science, Psychology, and Social Work.

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement⁵ for ANY program? Yes No

If YES⁵, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
⁶ The chair of the cross-listing department must sign off on the Signature Routing Log.

- ▣ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- ▣ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- ▣ In order to change a program, a program change form must also be submitted.

Rev 8/09

SOC 337
Juvenile Delinquency
Meeting Time: TBA

Instructor: Dr. Tony P. Love
Office Address: 1561 Patterson Office Tower
Email: tony.love@uky.edu
Office Phone: 859-257-6896
Office Hours: Monday and Wednesday
2 to 3:30 PM

Course Description:

A study of the many social factors that shape juvenile delinquency and its control (including race, ethnicity, socioeconomic class, and gender). Students learn about past and present theories, research, and practices in order to address the issue of juvenile delinquency from a sociological perspective.

Prerequisites: 6 hours of social science credit or consent of the instructor

Student Learning Outcomes: This course focuses on the empirical facts surrounding incarceration in the United States.

After completing this course, the student will be able to:

1. Identify trustworthy data on juvenile delinquency causes and consequences
2. Disentangle the effects of social context and political policy on juvenile delinquency
3. Generate relevant policy recommendations for future juvenile justice processes

Required Materials:

- Bates, Kristin and Swan, Richelle: *Juvenile Delinquency in a Diverse Society*, SAGE, 2013. (ISBN 9781412998123).
- Other readings given by the instructor.

Description of Course Activities and Assignments

This is a seminar course. As such, you will be expected to complete the assigned readings ahead of the class meeting so that we can discuss the readings as a class. Students are expected to read the assigned readings, attend lectures, complete the assignments, complete the exams, and complete the final paper. Instructions and other class materials will be distributed through Canvas.

Course Assignments

Writing Homework: There will be 10 weekly assignments that consist of writing short summaries and one critique for each reading. These assignments will be due on the Sunday before we are due to discuss the topic. The assignments will be graded on a scale of 1 to 10. You should try to show that you read the article and that you can reiterate the main points of the article. You should also include at least one critique. The assignments will also be administered through the Canvas system.

Exams: There will be **three major exams and a cumulative final exam for a total of FOUR EXAMS**. All exams will be a combination of multiple-choice, true/false, and short answer essay questions. The first three exams will address the material covered from the time of the previous exam until the present exam time. The final exam will cover all of the material covered in the class. See the course schedule for dates.

Quizzes: Weekly quizzes (10) will be given through Canvas. These quizzes consist of 10 multiple-choice or true/false questions. These questions focus on the material found in the textbook chapter assigned for

each week. These quizzes will be available at the beginning of the week and you will have until Sunday at midnight to complete the quiz.

GRADING PLAN:

Final course grades will be determined in the following manner:

Exams	75%	A 90-100%
Writing Assignments	10%	B 80-89.9
Quizzes	15%	C 70-79.9%
		D 63-69.9%
		E below 63%

Final Exam Information

To be determined depending on class meeting time. (This is an example syllabus.)

Mid-term Grades

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Course Policies:

Submission of Assignments:

Weekly writing assignments will be submitted in hard copy to the instructor. Please follow the format outlined above in the assignments section. Unless a university approved excused absence is documented, no late assignments or papers will be accepted. As such, the penalty for late work is a grade of zero. The book paper will be submitted online through Canvas. Detailed instructions on this process will be delivered to you by the instructor in a separate document. Exams will be administered in person in the same room as the class meeting room. The exams will follow the format detailed above.

Attendance Policy:

Although no formal attendance will be recorded for this class, there may arise situations in which you must be absent on a day that an assignment is due or on an exam date. In this case, see the following.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work.

The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Tentative Course Schedule (EXAMPLE):

PART I: Understanding Juvenile Delinquency

Week 1 Topic 1: Introduction: Understanding Juvenile Delinquency in a Diverse Society

Week 2 Topic 2: The Creation of Delinquency

Week 3 Topic 3: Understanding Delinquency: Data, Correlates and Trends
Quiz 1

PART II: Theories of Juvenile Delinquency

Week 4 Topic 4: Micro level Theories & Reading Assignment #1
Yan Zhang, George Day, and Ligu Cao. **A Partial Test of Agnew's General Theory of Crime and Delinquency**, *Crime & Delinquency*, November 2012; 58 (6), 856-878.
Quiz 2

Week 5 Topic 5: Macro level Theories & Reading Assignment #2
Stacy De Coster and Rena Cornell Zito, **Gender and General Strain Theory: The Gendering of Emotional Experiences and Expressions**, *Journal of Contemporary Criminal Justice*, May 2010; 26 (2), 224-245., first published on March 12, 2010.
Quiz 3

Week 6 Topic 6: Critical Theories & Reading Assignment #3
Kevin B. Anderson, **Richard Quinney's Journey: The Marxist Dimension**, *Crime & Delinquency*, April 2002; 48 (2), 232-242.
Quiz 4

Exam #1

PART III: The Social Contexts of Juvenile Delinquency

Week 7 Topic 7: The Family in Context & Reading Assignment #4
Tiffiney Barfield-Cottledge, **The Triangulation Effects of Family Structure and Attachment on Adolescent Substance Use**, *Crime & Delinquency*, 0011128711420110, first published on November 8, 2011.
Quiz 5

Week 8 Topic 8: Schools In Context & Reading Assignment #5
Byongook Moon, Hye-Won Hwang, John D. McCluskey, **Causes of School Bullying Empirical Test of a General Theory of Crime, Differential Association Theory, and General Strain Theory**, *Crime & Delinquency*, November 2011; 57 (6), 849-877.
Quiz 6

Week 9 Topic 9: Peers and Gangs in Context
Quiz 7

Week 10 Topic 10: Drugs in Context & Reading Assignment #6
Scott H. Decker, Charles M. Katz, and Vincent J. Webb, **Understanding the Black Box of Gang Organization: Implications for Involvement in Violent Crime, Drug Sales, and Violent Victimization**, *Crime & Delinquency*, January 2008; 54 (1), 153-172., first published on October 4, 2007.

Exam #2

PART IV: Responses to Juvenile Delinquency

- Week 11 Topic 11: Why a Separate Juvenile Justice System? & Reading Assignment #7
Merlo, Alida V., and Benekos, Peter J. **Defining Juvenile Justice in the 21st Century. Youth Violence and Juvenile Justice.** *Youth Violence and Juvenile Justice*, 2003; 3(1), 276-288.
Quiz 8
- Week 12 Topic 12: The Process of the Juvenile Court & Reading Assignment #8
Lori Guevara, Cassia Spohn, and Denise Herz. **Race, Legal Representation, and Juvenile Justice: Issues and Concerns.** *Crime & Delinquency*, 2004; 50 (3), 344-371.
- Week 13 Topic 13: Juvenile Corrections & Reading Assignment #9
Stevens H. Clarke. **What Is the Purpose of Probation and Why Do We Revoke It?** *Crime & Delinquency*, 1979; 25 (4), 409-424.
Quiz 9
- Thanksgiving Holiday
- Week 14 Topic 14: Preventative, Rehabilitative, and Restorative Approaches & Reading Assignment #10
Nancy Rodriguez. **Restorative Justice at Work: Examining the Impact of Restorative Justice Resolutions on Juvenile Recidivism.** *Crime & Delinquency*, 2007; 53 (3), 355-379.
Quiz 10
- Week 15 Overflow, Reading, and Review

Final Exam

Time to be determined since this is an example syllabus.