

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **CJUS 321**

#### **JUVENILE CORRECTIONS**

#### **COURSE DESCRIPTION**

Examines the extent to which juvenile correctional interventions are used. Provides an in-depth analysis of various correctional responses to juvenile offenders including diversion, community-based, and residential programs.

#### **RATIONALE**

This course provides the foundation for the specialization in Juvenile Corrections.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Word

#### **IV. MEASURABLE LEARNING OUTCOMES**

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

- A. Identify the components of the juvenile correctional system.
- B. Assess the effectiveness of current juvenile correctional praxis.
- C. Distinguish between the purposes of punishment; rehabilitation, deterrence, incapacitation and retribution in juvenile corrections.
- D. Examine the purposes and roles of juvenile corrections, intermediary sanctions, incarceration, probation, and parole.
- E. Integrate Biblical truths regarding punishment with modern application of juvenile corrections and punishment theory.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

After reading the Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (5)

There will be 5 opportunities for discussion participation on topics provided in Blackboard. Student participation is expected, and will be graded. The student must use proper etiquette in discussion as both quality and quantity count. Posts cannot be edited or removed, and file attachments are discouraged since they may slow up reading. For the thread, each student will present his or her own informed opinion on the assigned topic forums in at least a 300 word or more original essay (with citations to support their assertions for full credit to be possible). Later in the same module/week, the student will post 150 word or more responses to at least 2 other students' posts (don't let the minimums be your maximum: minimal participation means a minimally passing grade).

D. Critical Article Review

In Module/Week 4, the student will further develop their ability to assimilate and synthesize information. The student must find and critically review a scholarly, academic journal article on a topic related to one of the chapters in the textbook. The student may use an article referenced at the end of the chapters in the Ruddell & Thomas text or they may find an article through the library's periodical database. The critical article review will consist of 3–5 pages.

E. Compare/Contrast Paper

In Module/Week 3, the student must choose two types of juvenile programs or correctional methods for a 5–7-page compare/contrast paper. In Module/Week 6, the student will write a well-reasoned discussion of the comparisons and contrasts between two types of juvenile programs or correctional methods.

F. Case Study

In Module/Week 7, the student will write a case study pertaining to a juvenile corrections issue in their jurisdiction. This case study is an opportunity for the student to apply their reading and what they have learned in this course to a real problem in their local jurisdiction. The basis of the case study can come from the facts from a recent judicial decision (last 5 years), an issue that their jurisdiction is facing in connection with youth offenders, or a news item pertaining to youth offenders. The student will then apply what they have learned in this course to propose a course of action appropriate to the context of the case/facts.

## G. Exams (2)

There are two exams in this course, one in Module/Week 3 and one in Module/Week 8. Even though the questions are multiple-choice and true/false, they cannot simply be answered by looking up the answer in the readings. The student must think, reflect upon, and choose the best answer based on the readings. Exams are open-book/open-notes, but are not to be collaborated on with anyone. Exam 1 is 50 questions and has a 2 hour time limit and Exam 2 is 100 questions and has a 3 hour time limit.

## VI. COURSE GRADING AND POLICIES

## A. Points

Course Requirements Checklist	10
Discussion Board Forums (3 at 75 pts and 2 at 25 pts)	275
Compare/Contrast Paper	125
Critical Article Review	125
Case Study	125
Exams (1 at 150 pts and 1 at 200 pts)	350
<b>Total</b>	<b>1010</b>

## B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

## C. CJUS Policy

The nature of the criminal justice community demands that persons involved be of a high level of integrity, and education is not merely academic in nature, but is holistic. Students enrolled in CJUS courses will be held to a high standard. Self-control is imperative for CJUS practitioners. If not “merely” to honor Christ, the student’s family, and this academic institution, on a purely pragmatic level, in anticipation of future employability in the career field of the student’s choice, conduct themselves so as not to place themselves in difficult and embarrassing situations.

## D. Plagiarism

Any student caught plagiarizing will be subject to university disciplinary procedures ranging from failure of the project to expulsion from school. The simple rule is, when in doubt, CITE IT! Yes, direct quotations must be cited, but so must any concept that is not the student’s own. If the student borrows it from elsewhere, they must give credit to the place where they took it from. For more info, see [Academic and Computing Ethics](#).

## E. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

## ***COURSE SCHEDULE***

### **CJUS 321**

Textbooks: Ruddell & Thomas *Juvenile Corrections* (2009).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Ruddell & Thomas: ch. 1 1 presentation	Course Requirements Checklist Class Introductions DB Forum 1	10 0 75
<b>2</b>	Ruddell & Thomas: ch. 2 1 presentation	DB Forum 2	75
<b>3</b>	Ruddell & Thomas: ch. 9 1 presentation	Choose Topic Exam 1 DB Forum 3	0 150 25
<b>4</b>	Ruddell & Thomas: chs. 17– 18 2 presentations	Critical Article Review	125
<b>5</b>	Ruddell & Thomas: ch. 11 1 presentation	DB Forum 4	75
<b>6</b>	Ruddell & Thomas: chs. 4, 6–7 3 presentations	Compare/Contrast Paper	125
<b>7</b>	Ruddell & Thomas: chs. 3, 5, 14 3 presentations	Case Study	125
<b>8</b>	Ruddell & Thomas: ch. 12 1 presentation	Exam 2 DB Forum 5	200 25
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course week (except week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.