

**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 324**

#### **LEGAL AND ETHICAL ISSUES IN JUVENILE JUSTICE**

#### **COURSE DESCRIPTION**

An overview of legal issues and court decisions related to juvenile justice. An analysis of the various ethical issues surrounding juvenile justice contexts and practices.

#### **RATIONALE**

As with all components of the criminal justice system, the juvenile justice system is riddled with legal and ethical issues that must be navigated by a myriad of criminal justice professionals. The purpose of this course is to think analytically and critically about some of the legal and ethical issues, by identifying them, applying scholarship to think through them, and learning to make sound decisions based on law, facts, and biblically-derived ethical principles.

#### **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. RECOMMENDED RESOURCE**

Hemmens, C., Steiner, B., & Mueller, D. (2013). *Significant cases in juvenile justice*. (2nd ed.). New York, NY: Oxford University Press.

Jacobs, T. (2003). *They broke the law: You be the judge*. Minneapolis, MN: Free Spirit Publishing.

Scott, E. S., & Steinberg, L. (2008). *Rethinking juvenile justice*. Cambridge, MA: Harvard University Press.

*Disclaimer: The above resources provide information consistent with the latest research regarding the subject area. Liberty University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.*

#### **IV. ADDITIONAL MATERIALS FOR LEARNING**

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

- D. Microsoft Word and PowerPoint
- E. Adobe Acrobat Reader or another PDF viewer
- F. APA formatting information:  
<http://ezproxy.liberty.edu/login?url=http://APAStyleCENTRAL.apa.org>

**V. MEASURABLE LEARNING OUTCOMES**

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

- A. Identify key legal issues relevant to juvenile justice and the juvenile correctional system.
- B. Examine some of the approaches to youth violence and law reform.
- C. Evaluate the legal and ethical complexities in making adjudicatory decisions for juvenile offenders.
- D. Critically examine legal and ethical issues pertaining to the disposition of juvenile criminal offenses.
- E. Integrate biblical truths regarding an assessment of legal and ethical perspectives in juvenile justice issues.

**VI. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

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

- C. Discussion Board Forums (2)

There will be 2 Discussion Board Forums in this course. For each Discussion Board Forum, you will be required to submit a thread of your own informed opinion on an assigned topic. Each initial thread must be at least 500-700 words (*with empirical and biblical support*) on the assigned topic. For each discussion board forum you will also submit a 200-300 word (*with empirical and biblical support*) reply to at least 2 other student's threads.

- D. Individual Paper

The student will chose a topic from a chapter from the Scott & Steinberg reading. The student will identify, explain, and summarize applicable legal, ethical, and biblical issues (using course and non-course sources to support their choices) from the information in the chapter and then develop a proposed relevant course of action (policy, legal guidelines, method of treatment, etc.).

1. Paper Topic Approval

The student will submit the topic of their Paper to the instructor for approval within the first module/week. The paper topic should be 2-3 sentences that clearly identifies the specific topic and the focus of the paper

2. Annotated Bibliography

An Annotated Bibliography covering 5–10 references for the Paper is to be completed using current APA format. The student should write no less than 50 words to summarize each article.

3. Individual Paper

The Paper must be formatted according to current APA format and be 7–9 pages in length in addition to the title page and a reference page with the 5-10 references.

E. Reflection Papers (2)

The purpose of these papers is to present your well-articulated perspective and thoughts from reviewing significant cases in Juvenile Justice.. The Reflection Paper should be a 5–7-pages, be well-organized, and be reflective of the student’s thinking and struggles in these very complex areas of juvenile justice.

F. PowerPoint Project

Based on the paper submitted in Module/Week 5, the student will submit a well-structured, well-designed, creative PowerPoint presentation that presents an overview of the key points from the paper. The student should insert appropriate media and be creative. The presentation should have a cover slide and a reference slide that do not count towards the 10–15 slide requirement.

G. Exams (2)

The student will complete 2 exams in Modules/Weeks 4 and 8. Exams are open-book/open-notes, but they are not to be collaborated on with anyone. Each exam has 50 objective questions and must be completed in 2 hours.

**VII. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (2 at 50 pts ea)	100
Reflection Papers (2 at 125 pts ea)	250
Paper	
Paper Topic Approval	25
Annotated Bibliography	50
Paper	125
PowerPoint Project	100
Exam 1	150
Exam 2	200
<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, your family, and this academic institution, on a purely pragmatic level, in anticipation of future employability in the career field of your choice, conduct yourselves so as not to place yourselves in difficult and embarrassing situations.

D. 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 324**

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Taylor & Fritsch: chs. 1-2 1 article	Course Requirements Checklist Class Introductions Paper Topic Approval	10 0 25
<b>2</b>	Taylor & Fritsch: ch. 3-4 1 article	DB Forum 1	50
<b>3</b>	Taylor & Fritsch: chs. 5-6 2 articles	DB Forum 2	50
<b>4</b>	Taylor & Fritsch: chs. 7-8 2 articles	Paper: Annotated Bibliography Exam 1	50 150
<b>5</b>	Taylor & Fritsch: chs. 9-10 2 articles	Reflection Paper 1	125
<b>6</b>	Taylor & Fritsch: chs. 11-12 1 article	Individual Paper	125
<b>7</b>	Taylor & Fritsch: chs. 13-14 3 articles	Reflection Paper 2	125
<b>8</b>	Taylor & Fritsch: chs. 15 3 articles	PowerPoint Project Exam 2	100 200
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course module/week (except Module/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 module/week ends at 11:59 p.m. (ET) on **Friday**.