



Figure 1: Owens Logo.

Course Syllabus
SEMESTER
School of Business, Hospitality Management, and Public Safety

Course Name:	Juvenile Justice System
Course & Section Number:	CJS 104-XXX
Meeting Day(s) & Time(s):	
Credits:	3.0
Contact Hours:	
Text:	Juvenile Justice: An Active-Learning Approach, by Schmalleger & Marcum
Instructor's Name: *	
Office Hours & Location:	
OCC Phone:	
OCC Email: **	
Additional Contact Information:	

*Please call me NAME; it is my preferred name. If you have a preferred name, please let me know so I can use it. (Optional)

**Please use only Owens email for course communications.

Catalog description: Examines the juvenile justice legal system regarding parental and public official responsibilities for child welfare and protection through apprehension, detention, adjudication, reporting and court mandated procedures. The history, philosophy and development of the juvenile justice system are examined as well as the various laws and court decisions relating to child abuse, child neglect, juvenile rights and alternative sanctions.

Prerequisite/Corequisites:

None.

Course Materials:

Schmallegger, F. & Marcum, C. D. (2025). *Juvenile Justice: An Active Learning Approach* (2nd ed.). Sage: Thousand Oaks, CA. ISBN 978-1-0718-6265-0.

*If a **print book, e-book, or access code** is required for class, you can access the Owens Community College e-Campus Bookstore by accessing the online link, called “Find Books” on the course schedule for each course section. See the example below.*

OER and Owens Community College Library Resources (Open Educational Resources are free online materials for instructor and student use. Some OER material may be available in print in the Owens Community College Library.)

Inclusive Access (I.A.) Materials are included in the cost of the course to save students money through lower negotiated rates with publishers. Courses containing I.A. materials will have it noted on the online class schedule. If your course includes I.A. digital materials, you will receive an email with subject line, “Your inclusive Access Materials,” and it will include any codes or digital links.

The email will come to your Owens Community College email from the Owens e-Campus Bookstore on the first day of class, if not before. Be sure to check your spam (junk email) if you do not find it in your inbox. If the email is not in your inbox or spam folder, contact your instructor immediately. You may also see a folder at the top of your course labelled “Course Materials by eCampus.” This folder will contain any needed codes or links to needed materials.

If the I.A. materials also include a printed book or are in print form, the item will be shipped to your address of record automatically based on your enrollment in the course. Please note that some courses do not include printed materials in I.A and those materials would need to be purchased separately using the link on the course schedule. When you access the Find Books link you will see which items in a course are included in I.A.

What You Will Learn in the Course

Course Objectives:

Course will...

1. ... introduce the philosophy and historical development of the juvenile justice system.
2. ... illustrate the development of juvenile law and the fundamental steps in investigating and processing a case through the juvenile court system.
3. ... examine the various aspects and theoretical causes of juvenile deviance, status-offending behavior, and criminality.
4. ... identify juvenile courts clients’ risk and protective factor and the various prevention and intervention models.
5. ... illustrate the importance of interagency teamwork, community involvement, and support.
6. ... describe issues regarding service provision to diverse populations.

7. ... distinguish “best practices” and their effectiveness in juvenile justice.

Student Learning Outcomes:

Students will:

Outcome	Where Assessed
... explain the philosophical and historical development of the modern juvenile justice system.	Homework 1,2
... apply the U.S. Constitution and juvenile law to various criminal situations.	Homework 3,4 Exam 1
... identify the fundamental steps in the juvenile court system.	Homework 5,6
... explain the fundamental steps in a juvenile criminal investigation.	Homework 7,8 Midterm Exam.
... differentiate the various roles of practitioners within the juvenile justice system.	Homework 9,10
... evaluate the importance of varying roles of outside agencies involved in service provision to the juvenile court client.	Homework 11, PowerPoint Presentation on Juvenile Research Topic
... describe the various risk and protective factors of juvenile court clients.	Research Paper on Juvenile Topic
... relate different societal backgrounds (social, economic, sexual orientation, culture, race, religion, generations, etc.) to juvenile crime in America.	Final Exam 9,10,11

Institutional General Education Competencies:

As a student at Owens Community College, you will take General Education courses as part of your degree program. While specific to the General Education courses, will be reinforced in many of your degree program major courses and may be measured in your capstone course(s) and others as identified.

Academic Support

Disability Services Resource Center: If you have a disability or acquire one, you may be entitled to receive reasonable accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to register for accommodations, please contact the Disability Resource Center at 567-661-7007, email disability@owens.edu, visit <https://www.owens.edu/disability/>, or stop by College Hall 124.

Tutoring Services: Owens Community College offers academic tutoring and assistance in a variety of subjects including: accounting, computing, economics, mathematics, science, and writing. For more information go to: <https://www.owens.edu/successcenters/>.

Counseling Services: Counseling Services provides assistance to students experiencing

personal, educational, interpersonal/relationship, family, social, or psychological difficulties. If you feel you may benefit from this service, please contact them at counselingservices@owens.edu. More information is at <https://www.owens.edu/counseling/>.

Campus and Community Connections: The Center for Campus and Community Connections (College Hall 123) is a walk-in office created to provide retention support through resource stability initiatives and community connections. Go here for more information: <https://www.owens.edu/connection/> or contact connections@owens.edu

Owens Library: The Owens Library offers two locations (Toledo and Findlay) as well as online resources. For more information visit <https://www.owens.edu/library/>.

Students can find more information on campus resources, student support, student life, and security at this [link](#).

General Information

Student Code of Conduct: All students are expected to follow Owens Community College's [Student Code of Conduct](#), which includes academic honesty, encompassing plagiarism. See the [Board Policy](#) for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct: All students, faculty, and staff are expected to follow Owens Community College's [Anti-Discrimination and Harassment Policy](#) and the College's [Title IX Policy](#)/Sexual Misconduct Procedures and Guidelines. The College strictly prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

Religious Accommodations: A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a written email notice with the specific dates for an absence, and must do so not later than fourteen (14) days after the first day of instruction. Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy*. The request for an alternative accommodation will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs: provost@owens.edu

The policy may be found on the Owens website: [3358:11-2-63 Accommodation](#) for a Student Absence for the Observance of Religious Beliefs and Practices Policy

Document Collection: Throughout the semester, your instructors may ask for a variety of assignments including tests and/or quizzes for student learning of institutional general education competencies or program assessment. Please save all your class materials until the end of the semester.

Classroom Admittance: OCC classes shall only be attended by officially registered OCC students or perspective students, instructor of record, guest lecturer, or substitute. Visitors are not permitted to be in the classroom and should not be invited to attend or participate in the class. See [FERPA](#) regulations for more information.

Use of AI Tools: This course permits you to use artificial intelligence (AI) tools, such as chatbots, text generators, paraphraser, summarizers, or solvers, to get guidance on assignments, as long as you do so in an ethical and responsible manner. Essentially, you can think of these tools as ways to help you learn but not to entirely create work for assignments like discussion board posts, essays, presentation slides, and so on. AI is more like your tutor or TA, not a replacement for your independent thinking.

This means that you must:

- Not use AI tools to replace your own thinking or analysis or to avoid engaging with the course content.
- Cite or explain any AI tools you use. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.
- Be transparent and honest about how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy and reliability, how you integrated its output with your own work, and how you acknowledged its limitations and biases.

You are accountable for any mistakes or errors made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible. Using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your own work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor **before** submitting your work.

NOTE: Some instructors will also list specific acceptable and unacceptable uses or include a statement like “All written assignments, projects, and exams must be completed independently.”

Student Responsibilities & Instructor Expectations

Contact Information:

Email is the preferred way to communicate with the instructor to seek clarification and/ or to set up a meeting time. Communicating via email helps students avoid waiting times, as well as missed opportunities that may occur when the instructor has been called away from the office on business.

Items such as instructional methods, attendance, grading assignments, email response, student hours (formerly office hours), etc.

Grading Procedure:

Student grades will be based on three tests, homework, PowerPoint Presentation, and a semester-long research paper. Each test may cover textbook readings, lecture notes, and other class materials or presentations. It is the student’s responsibility: Items such as attendance, assignment submission, contacting instructor, respectful communication, asking for help/clarification, etc.

Make-up policy

Late Assignment Policy: Assignments are due on the due date. Late work will not be accepted unless prior arrangements have been made. If you experience an emergency, a natural disaster, or a military deployment, notify the instructor as soon as you are able and arrangements can be worked out, with documentation.

Instructor Expectations:

When contacting the instructor by e-mail, use your Owens Community College e-mail account. This is easily done through the Blackboard e-mail list.

The subject line of the email should contain your name, as well as the course name. This is necessary to make sure your assignment does not get lost among the numerous emails received by the instructor.

Classroom Environment:

Respectful Class Communication:

Student Code of Conduct:

All students are expected to follow Owens Community College's Student Code of Conduct. If you are unfamiliar with the code, it can be found at

<https://www.owens.edu/conduct/wp-content/uploads/sites/247/2020/07/code.pdf>

How Grades are Determined and Major Assignments

Evaluation Measure The grade points for the areas of work are as follows.	Student Learning Outcomes Assessed	Value
Homework	1-6	100 points
Exam 1	1-4	200 points
Midterm Exam	1-3; 5-6	200 points
PowerPoint Presentation Project	1-6	150 points
Research Paper	1-6	150 points
Final Exam	1-6	200 points
Total		1000 points

The final course grade is to be computed using the following weights.

Evaluation Measure	Value	Student Learning Outcome Assessed
Homework:	10%	1-7
Exams:	60%	1-7
Projects PowerPoint Presentation:	15%	1-7
Final Research Paper:	15%	1-7

Grading Scale

Grade	Points
A	900-1000
B	800-899
C	700-799
D	600-699
F	0-599

Grading Procedure:

Grades will be calculated on the following scale.

90% and Above	A
80% to Less than 90%	B
70% to Less than 80%	C
60% to Less than 70%	D
Less Than 60%	F

Tentative Class Assignments:

There will be THREE EXAMS during the semester. Each exam is worth 200 points, for a total of 600 points. The exams will consist of multiple-choice questions and one essay question. Each week, the definitions of 10 KEY TERMS will be due from each chapter of the Juvenile Justice: An Active-Learning Approach' textbook. These Key Terms are worth 10 points each week, for a total of 100-110 points total. There is a research paper that is worth 150 points of your final grade, the research topic must come from the textbook in which you will find numerous topics to research in the required textbook. The topic you will research must be selected and turned into the instructor by the 4th week of class, so I will have an idea of what your topic is going to be, to provide some assistance if needed, and things are not be done at the last minute. There is also a PowerPoint presentation that is worth 150 points of your final grade, it will be based on your research paper which makes it a little easier. The PowerPoint presentation is no more than 15 slides, but no less than 10 slides.

RESEARCH PAPER – required

Students may select their topic from chapters 1-11 within the textbook: Juvenile Justice: An Active-Learning Approach by Frank Schmalleger & Catherine D. Marcum. The paper is to go beyond and add to the information presented in the chapters. This can include events from the local community, local/current statistics, specific application of Ohio law, etc. This paper will be a minimum of 5 – 7 typed pages (A “page” means a fully typed page. The last page must have a minimum of $\frac{3}{4}$ of the page having typed information on it). Pages will have no more than a one-inch margin, double-spaced, and 12-point, non-bold Times New Roman font will be used. A minimum of three sources in addition to the class text will be referenced on an additional “References” page. References will follow APA format. The Purdue OWL website is an easy-to-use source for these formats (https://owl.purdue.edu/owl/research_and_citation/resources.html). There will be a separate title page that will include the following information, centered on the page: Title of paper, student's name, name of course, semester and year, instructor's name. In total, the final paper will have:

1 Title page

5 – 7 pages of research.

1 Reference page.

The paper is due during DATE of the semester but may be submitted early. This paper is worth 150 points.

POWERPOINT PRESENTATION – required

Students will use their research paper as a guide to create a PowerPoint presentation on the topic they used for their research paper. This PowerPoint presentation will be a minimum of 10 slides and no more than 15 slides. Times New Roman font will be used. A minimum of three sources in addition to the class text will be referenced on an additional “References” page. References will follow APA format. The Purdue OWL website is an easy-to-use source for these formats (https://owl.purdue.edu/owl/research_and_citation/resources.html). There will be a separate cover page that will include the following information: Title of paper, student’s name, name of course. In total, the final paper will have:

1 Title page

10, but no more than 15 Slides.

Reference Slide Page Separate.

The PowerPoint presentation is due during the 15th week of the semester, December 1, 2025, the last week of class, but may be submitted early. This PowerPoint presentation is worth 150 points of your final grade.

Week	SLO	Topic
1 DATE	1	Topic: History of the Juvenile Justice System Readings: Chapter 1 Assignment: Turn in 10 of Chapter 1 Key Terms with definitions written out, due by DATE at TIME (10pts)
2 DATE	2	Topic: Measurement of Juvenile Crime Readings: Chapter 2 Assignment: Turn in 10 of Chapter 2 Key Terms with definitions written out, due by DATE at TIME (10pts)
3 DATE	1 & 2	Topic: Theories of Delinquency Readings: Chapter 3 Assignment: Turn in 10 of Chapter 3 Key Terms with definitions written out, due by DATE at TIME (10pts)
4 DATE	1 & 2	Topic: Juvenile and the Police Readings: Chapter 4 Assignment: Turn in 10 of Chapter 4 Key Terms with definitions written out, due by DATE at TIME (10pts) Exam 1: Over Chapters 1-4, due by DATE at TIME. (200 pts)
5 DATE	1 & 2	Topic: The Juvenile Court System Readings: Chapter 5 Assignment: Turn in 10 of Chapter 5 Key Terms with definitions written out, due by DATE at TIME (10pts)
6 DATE	3	Topic: The Juvenile Corrections System Readings: Chapter 6 Assignment: Turn in 10 of Chapter 6 Key Terms with definitions

Week	SLO	Topic
		written out, due by DATE at TIME (10pts)
7 DATE	2 & 3	Topic: Juveniles and Gangs Readings: Chapter 7 Assignment: Turn in 10 of Chapter 7 Key Terms with definitions written out, due by DATE at TIME (10pts)
8 DATE	3	Topic: Juveniles and Violence Readings: Chapter 8 Assignment: Turn in 10 of Chapter 8 Key Terms with definitions written out, due by DATE at TIME (10pts) Midterm Exam 2: Over Chapters 5-8, due by DATE at TIME. (200 pts)
9 DATE	2 & 3	Topic: Juvenile and Cybercrime Readings: Chapter 9 Assignment: Turn in 10 of Chapter 9 Key Terms with definitions written out, due by DATE at TIME (10pts)
10 DATE	3	Topic: Juvenile Drug Use Readings: Chapter 10 Assignment: Turn in 10 of Chapter 10 Key Terms with definitions written out, due by DATE at TIME (10pts)
11 DATE	4	Topic: Effective Programs for Juveniles Readings: Chapter 11 Assignment: Turn in 10 of Chapter 11 Key Terms with definitions written out, due by DATE at TIME (10pts)
12 DATE	4	Topic: Juvenile Justice Research Paper Readings: Read a small article involving your research topic Assignment: Turn in one typed page providing topic, and explanation why you chose your topic, using APA 7 th Additions format, due by DATE at TIME. (10pts)
13 DATE	5	Topic: Juvenile Justice Research Paper Assignment: Work on Research Paper and PowerPoint Presentations
14 DATE	5	Topic: Juvenile Justice Research Paper Assignment: Juvenile Research Paper due DATE at TIME (150 pts)
15 DATE	5	Topic: Juvenile Justice PowerPoint Presentation Assignment: PowerPoint Presentation due DATE at TIME (150 pts)
16 DATE	1-6	Final Exam: On Chapters 9-11, Due DATE at TIME.

Disclaimer: The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course. Please note that while unlikely, there is a possibility courses might need to change the delivery method due to external issues like public health concerns, weather issues, etc. If this happens, the college will communicate any changes via email and/or other communication methods.