

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

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. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Office

IV. 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.

V. 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 forums for discussion on topics provided in the Discussion Boards. The student will submit a thread of his or her own informed opinion on the assigned topic in a 500–700 word thread with 3 citations from at least 3 scholarly sources to support their assertions. The student will submit a 200–300 word reply to at least 2 other students' threads. Both the thread and the replies must cite course-specific and non-course-specific material.

- 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 are to present a well-articulated perspective and thoughts from the case studies found in the assigned modules/weeks. 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 feel free to 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 5 short-answer questions (maximum of 500 words for each short answer question). Exam 1 must be completed in 2 hours and Exam 2 must be completed in 3 hours.

VI. 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
Total	1010

B. Scale

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

C. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. 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.

E. Disability Assistance

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

COURSE SCHEDULE

CJUS 324

Textbooks: Hemmens et al., *Significant Cases in Juvenile Justice* (2013).
 Jacobs, *They Broke the Law: You Be the Judge* (2003).
 Scott & Steinberg, *Rethinking Juvenile Justice* (2008).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Scott & Steinberg: chs. 1–2 1 presentation	Course Requirements Checklist Class Introductions Paper Topic Approval	10 0 25
2	Scott & Steinberg: ch. 3 1 presentation	DB Forum 1	50
3	Scott & Steinberg: chs. 4 & 7 2 presentations	DB Forum 2	50
4	Scott & Steinberg: chs. 8–9 1 presentation	Paper: Annotated Bibliography Exam 1	50 150
5	Hemmens et al.: Choose any Chapter 1 article	Reflection Paper 1	125
6	Jacobs: The Case Studies of Ashley, Brianne, Jerry, and Philip	Individual Paper	125
7	Hemmens et al.: Choose any Chapter 1 article	Reflection Paper 2	125
8	Jacobs: The Case Studies of Charles, Ronald, and Tanya	PowerPoint Project Exam 2	100 200
TOTAL			1010

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**.