

**Fayetteville State University
College of Arts and Sciences
Department of Criminal Justice
CRJC 370-SL1 Juvenile Justice and Advocacy
Spring 2011**

I. Locator Information:

Instructor: Dr. Lori Guevara

Course # and Name: CRJC 370 Juvenile Justice & Advocacy Office Location: Taylor Gym, Room 323

Semester Credit Hours: 3 Office hours: Mon-Wed-Fri 9:30-11:00 AM

Day and Time Class Meets: Tues-Thurs 6:00-8:45 PM Mon-Wed 2:30-4:30

Total Contact Hours for Class: 40 hours Office Phone: 672-2190

Email address: lguevara@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at: <http://www.uncfsu.edu/PDFs/EmialPolicyFinal.pdf>.

FSU Policy on Disruptive Behavior in the Classroom: The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student's final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member's department chair.

II. Course Description

This course is a service learning course that allows students the opportunity to complete the Guardian ad Litem training program and become familiar with the services available to a child in need. After students have completed this program, they can then pursue volunteer work to be the voice of a child.

III. Disabled Student Services

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook

Rhodes-Courter (2008). Three Little Words. Simon & Schuster.

V. Student Learning Outcomes

Upon completion of this course, students will be able to:

- complete the Guardian ad Litem program
- develop an understanding of the Guardian ad Litem program
- understand the challenges faced by youth who need the services of a Guardian ad Litem
- connect the Guardian ad Litem program to the current juvenile justice system
- assess the impact of advocacy programs such as the Guardian ad Litem program on a child in need

VI. Course Requirements and Evaluation Criteria

Grades will be based on completion of the Guardian ad Litem training program, journal entries, attendance/participation, and a final paper/presentation. It is critical that students attend class on a regular basis.

Method of Evaluation

Completion of Guardian ad Litem Program	200 pts.
Journal Entries	100 pts.
Attendance/Participation	100 pts.
Final Paper/Presentation	<u>100 pts.</u>
	500 pts.

Grading:

Grade	Percent	Points
A	90-100	450-500
B	80-89	400-449
C	70-79	350-399
D	60-69	300-349
F	60 or less	299

Guardian ad Litem Program:

Students must complete the Guardian ad Litem training program. Each session of the program is worth 40 points.

Journal Entries:

Students will complete 5 journal entries that will reflect the 5 Guardian ad Litem training sessions. These will be reflective journals and students will be required to discuss them in class. Each journal entry/discussion is worth 20 points.

Attendance/Participation:

Students must be in attendance and prepared to discuss the readings for each assigned class. Each student will be assigned to lead the discussion for one chapter in "Three Little Words".

Final Paper/Presentation:

Each student will be given a scenario regarding a youth who will need a Guardian ad Litem. Each student must write a 5-7 page paper outlining how he/she will approach this scenario based on the Guardian ad Litem program training. Finally, each student must present the paper to the class during the last week of class.

Electronic Devices: All electronic devices (cell phones, smart phones, PDA's, I-Pods, etc.) MUST be turned off/set to silent and put away during class times AND during in-class assignments and exams. Students who use these electronic devices during class, in-class assignments, and exams will receive 0 points for that day.

Blackboard:

This course utilizes Blackboard and all students are expected to monitor Blackboard regularly for announcements and to use it to obtain important course documents and information.

Student Behavior Expectations:

The instructor will respect all students and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:

1. Students are expected to arrive on time, remain in class until dismissed by the instructor, and refrain from preparing to leave class until it is dismissed.
2. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.
3. Students are not permitted to wear headphones or other paraphernalia that may be distracting to the classroom environment.
4. Students must refrain from any activity that will disrupt the class; this includes turning off cell phones and pagers.
5. Students are not permitted to use profanity in the classroom.
6. Students will not pass notes to carry on private conversations while class is being conducted.

Consequences for Failing to Meet Behavioral Expectations:

The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. (Faculty members reserve the right to warn students publicly if needed.) The second time a student violates the guidelines, the instructor may deduct as many as twenty points from the student's next exam grade. If a student violates the guidelines three times, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

Academic Dishonesty:

Any student found guilty of academic dishonesty will be subject to disciplinary actions as described in the student handbook. For the first offense, the student will receive a 0 for the exam, quiz, or assignment. For the second offense, the student will receive a failing grade for the course. Academic dishonesty includes, but is not limited to the following: cheating, plagiarism, complicity to academic dishonesty (helping or attempting to help another student cheat) and misrepresentation to avoid academic work (e.g. fabricating excuses of an illness, injury, accident, family death, etc. to avoid the timely submission of academic work).

VII. Course Outlines and Reading Schedule

Date	Topic	Reading
1/11/11	Service Learning Orientation Introduction to the Course Child Savers	
1/13/11	Abused/Neglected Children Three Little Words	Chapters 1 and 2
1/18/11	Guardian ad Litem Program	Chapters 1 and 2
1/20/11	Three Little Words Journal Entry #1 Due/Discussion	Chapters 3 and 4
1/25/11	Guardian ad Litem Program	Chapters 3 and 4
1/27/11	Three Little Words Journal Entry #2 Due/Discussion	Chapters 5 and 6
2/1/11	Guardian ad Litem Program	Chapters 5 and 6
2/3/11	Three Little Words Journal Entry #3 Due/Discussion	Chapter 7
2/8/11	Guardian ad Litem Program	Chapters 7 and 8
2/10/11	Three Little Words Journal Entry #4 Due/Discussion	Chapters 8 and 9
2/15/11	Guardian ad Litem Program	Chapters 9 and 10
2/17/11	Three Little Words Journal Entry #5 Due/Discussion	Chapters 10 and 11
2/22/11	Three Little Words	Chapters 12 and 13
2/24/11	Final Paper Presentation	
3/1/11	Final Paper Presentations	

VIII. Teaching Strategies

This course will consist mainly of in-class discussions.

IX. Bibliography

Children's Defense Fund (2007). America's Cradle to Prison Pipeline. Children's Defense Fund.

Courter (2001). I Speak for This Child: True Stories of a Child Advocate. Backimprint.com

Glass (2007). Damaged: The Heartbreaking True Story of a Lost Little Girl. Harper-Collins.

Lawrence and Hemmens (2008). Juvenile Justice: A Text/Reader. Sage

Platt (1969). The Child Savers: The Invention of Delinquency. The University of Chicago Press.

Regoli, Hewiss, and Delisi (2008). Delinquency in Society: Youth Crime in the 21st Century. McGraw Hill.

Siegel and Welsh (2005). Juvenile Delinquency: The Core. Thomson/Wadsworth.

Whitehead and Lab (2009). Juvenile Justice: An Introduction. Anderson Publishing.