Course Title: Law of Juvenile Justice  
Course Prefix: CRJS: 2743  
Course No.: 20103  
Section No.: P01  

Department of Justice Studies  
College of Juvenile Justice and Psychology  

Instructor Name: Dr. Mathai V Mathew  
Office Location: Don K. Clark Bldg., Room 333  
Office Phone: 936-261-5235  
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Email Address: mvmathew@pvamu.edu  

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P.O. Box 519  
Mail Stop 2600  
Prairie View, TX 77446  

Office Hours: MWF from 10 am to 11 am and 1 pm to 4 pm  
Virtual Office Hours: N/A  

Course Location: Don K. Clark Building Room 236  

Class Meeting Days & Times: Monday, Wednesday & Friday from 12 pm to 12:50 pm  

Catalog Description: The course offers an examination of both substantive and procedural laws related to juvenile justice including criminal law, criminal procedure, evidence, and family codes. The Course also examines the institutions that enforce these laws and the principal actors involved. Finally, the course examines current trends and projections in juvenile justice.  

Prerequisites:  
Co-requisites:  

Required Text: Title: Criminal Justice Case Briefs  
Significant Cases in Juvenile Justice  
Authors: Craig Hemmens, Benjamin Steiner & David Mueller  
Edition: Second
Recommended Text/Readings:

Title: Black Justice in a White World
Author: Judge Bruce Wright
Publisher: Barricade Books, Inc.

Title: The History of Punishment
Author: Lewis Lyons
Publisher: The Lyons Press

Title: Contempt of Court
Author: Mark Curriden and Leroy Phillips, Jr.
Publisher: Anchor Books

Title: Black Robes, White Justice
Author: Judge Bruce Wright
Publisher: Barricade Books

ABA Eight Guidelines of Public Defense Related to Excessive Workloads
American Bar Association (Aug., 2009) (25 pages)

Original Brief in Support of Juvenile Court Judgment on Behalf of A.J., Writ Respondent
Tulane Law Clinic, Orleans Public Defender, Juvenile Regional Services (19 pages)

The Exoneration of Thaddeus Jimenez Video
Center for Wrongful Convictions (2009),
http://www.youtube.com/watch?v=OMDPPuk613k.

The Comprehensibility and Content of Juvenile Miranda Warnings

Note: Students are required to stay abreast of current events germane to juvenile law on a state and national basis. If television, internet, radio or satellite is used as a medium, I suggest CNN, BBC, NPR, Pacifica Radio, along with your local stations and newspapers.

Access to Learning Resources:

PVAMU Library:
phone: (936) 261-1500;
web: http://www.tamu.edu/pvamu/library/

University Bookstore:
phone: (936) 261-1990;
web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d
**Course Goals or Overview:** The goal of this course is to familiarize students with substantive and procedural juvenile law issues with an emphasis on Texas Juvenile Courts and law. All aspects of juvenile justice from arrest, intake, adjudicatory hearings, dispositions and aftercare will be examined along with significant landmark U.S. Supreme Court cases dealing with the legal rights of juveniles. Special attention is given to the unique juvenile court and the roles of law enforcement, prosecutors, defense attorneys and corrections. A survey of national trends and projections in juvenile justice will be examined.

**Course Outcomes/Objectives**

At the end of this course, the student will:

1. Be able to demonstrate an understanding of the juvenile court proceedings, sanctions, sentencing and detention processes.
2. Demonstrate a basic understanding of the guaranteed legal rights of juveniles.
3. Demonstrate the ability to identify the distinctions between Juvenile and Criminal Courts.
4. Define the unique terminology of the Juvenile Justice System.
5. Demonstrate the ability to understand the Law Juvenile Justice system.

**Student Learning Outcomes:**

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Program Learning Outcome # Alignment</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate and understand the juvenile court systems and laws</td>
<td>1, 3, 5, 7</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Demonstrate a basic understanding of the guaranteed legal rights of juveniles</td>
<td>1, 3, 5, 7</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Demonstrate the distinctions between juvenile court and criminal courts</td>
<td>1, 3, 5, 7</td>
<td>Communication</td>
</tr>
<tr>
<td>Define the unique terminology of the juvenile justice system</td>
<td>1, 3, 2, 3</td>
<td>Communication</td>
</tr>
<tr>
<td>Employ effective teamwork skills with emphasis on listening, responding, and creating a positive climate</td>
<td>2, 4, 6</td>
<td>Teamwork</td>
</tr>
<tr>
<td>Cite research correctly according to APA format, both in the text and in the bibliography</td>
<td>2, 4</td>
<td>Personal Responsibility</td>
</tr>
</tbody>
</table>

**Course Requirements & Evaluation Methods**

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Exams & Quizzes** – Written tests designed to measure knowledge of presented course material. In most instances examinations consist of a mixture of multiple choice, true/false, short answer, and short essay items. The instructor, however, reserves the right to on exam to ask only one type of question (for instance, an exam with only short essay items) or to provide a mixture of questions that does not include this entire range of question types (for instance an exam that has multiple choice and true false, but not short answer or short answer or short essay questions). It is most ill-advised to miss any of the exams!

**Assignments & Exercises** – Written assignments designed to supplement and reinforce course material

**Projects** – Designed to measure ability to apply presented course, material, develop research and presentation
skills as well as promote technology

**Paper and Group Project** — Designed to reinforce course material and develop research skills

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**50 POINT POSITION PAPER DUE**

**50 POINT POSITION PAPER DUE ON Friday April 1, 2016 in Class**

**PAPER MUST BE NO LESS THAN 4 TYPED PAGES (COVER PAGE NOT INCLUDED). YOU MAY SELECT YOUR OWN TOPIC. HOWEVER, THE SELECTED TOPIC MUST BE BASED UPON A JUVENILE LAW ISSUE. PAPER MAY BE TURNED IN BEFORE April 1. FIFTEEN (15) POINT PENALTY LEVIED ON PAPERS TURNED IN LATE. YOUR POSITION MUST BE LOGICAL AND SUPPORTED WITH SOURCES APPROPRIATELY CITED.**

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**100 POINT MAJOR GROUP PROJECT / POSITION PAPER**

**ASSIGNMENT MAY BE USED**

Each group will be comprised of 6 students more or less depending upon class enrollment. Two members will represent Plaintiffs / Appellees; two members will represent Defendants/ Appellants; and two will serve as Appellate Court Judges. Group meetings required to: designate roles, decide upon position paper and issues contained therein that will be argued by each side, produce annotated outlines supporting positions of Appellees and Appellants, judges’ questions. Not less than 10 questions will be developed by judges.

**Court will convene Wednesday April 27, 2016.** This docket will be called at each class meeting until all oral arguments are made by all groups.

Local Rules of Court:

1. Demonstrative Evidence – technology, exhibits, etc.
2. Courtroom Decorum – dress code, etc.
3. Sources must be cited – (You must have historical and current case law, statistical data, primary and secondary sources, statutes, policy/trends (national and state).

THE FOLLOWING WRITTEN DOCUMENTS REQUIRED BY April 20, 2016:

1. position paper your group has collectively identified;
2. issues Appellees and Appellants’ oral argument will address;
3. Appellees’ annotated outline
4. Appellants’ annotated outline
5. Judges questions
6. Minutes of group meetings (dates, times, names of members in attendance must be included on all minutes with signatures of each member, along with brief summary of meetings)

**JUDGES’ QUESTIONS MUST BE:**

1. Relevant;
2. Demonstrate knowledge of trends & public policy, case & statutory law;
3. Best interest of child;
4. Public’s protection; and
5. Knowledge of issues both for and against;

100 POINT PROJECT:
   Local rules – 30
   Required written documentation – 50
   Oral presentation – 20

Class Participation – attendance and participation in class discussions.

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Value (points or percentages)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assignments</td>
<td>2 case briefs at 20 points each</td>
<td>40</td>
</tr>
<tr>
<td>2. Position Paper</td>
<td>1 paper at 50 points each</td>
<td>50</td>
</tr>
<tr>
<td>3. Quizzes</td>
<td>3 quizzes at 20 points each</td>
<td>60</td>
</tr>
<tr>
<td>4. Major Group Project</td>
<td>1 project at 100 points</td>
<td>100</td>
</tr>
<tr>
<td>5. Mid Term Exam</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>6. Class Participation/Discussion</td>
<td>*potential 40 points awarded at professor's discretion based quality and extent of same</td>
<td>40</td>
</tr>
<tr>
<td>Attendance</td>
<td>*potential 10 points awarded at professor's discretion based upon timely &amp; consistent attendance throughout week; roll will be given at each class meeting</td>
<td>10</td>
</tr>
<tr>
<td>7. Final Exam</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td>500</td>
</tr>
</tbody>
</table>

Final Grade Determination:
A = 450 – 500 pts;
B = 400 – 449 pts;
C = 350 – 399 pts;
D = 300 – 349 pts;
F = <300 pts

Course Procedures

Submission of Assignments:
All assignments must be submitted on the designated due date in class.

Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). If the emergency is documented pursuant to the Student Handbook and the makeup exam is allowed the student will be advised of the date and time of same. Documentation must be provided prior to making arrangements for makeup examinations. **There will be no makeups for unannounced quizzes (POP QUIZZES). There is only short questions or short essays in the mid term and/or final exam. There is no multiple choice or True/False questions in the mid term and final exam.**
As the Professor, I reserve the right to amend and/or supplement this instrument at my discretion with reasonable notice to you of one week.

Professional Organizations and Journals
American Bar Association
Texas Criminal Defense Lawyers Association
Houston Bar Association
Family Law Section State Bar of Texas
Texas Juvenile Probation Commission
Texas Municipal Courts Administration
American Probation Association
Texas Probation Association
National Association of Black in Criminal Justice

References
In an effort to encourage the integration of technology into the class, students will be required to consult the following resource links:
http://www.tjpc.state.tx.us/
http://www.statutes.legis.state.tx.us/
http://www.ojjdp.ncjrs.gov/index.html
http://www.buildingblocksforyouth.org/index.html
http://www.cjcj.org

16 WEEK CALENDAR
Week One: January 20 & 22, 2016. Read and be prepared to discuss Chapter one of Textbook – Juvenile Curfew

Week Two: January 25, 27 & 29, Chapter 2- Juveniles and the Police.

Week Three: February 1, 3 & 5- Quiz 1, Total 20 Points- Friday, February 5, 2016
This quiz may cover materials covered in Chapters 1 & 2 of textbook.

February 3 & 5- Discussion on Case Laws from Chapters 1 & 2.

Week Four: February 8, 10 & 12. Chapter 3- Entry into the Court System

Week Five: February 15, 17 & 19- Chapter 4-Detention

Week Six: February 22, 24 & 26 Discussion about the position paper and major group project.
ASSIGNMENT NO. 1 – Case Brief= 20 points) This assignment should be turned in at beginning of the class on Friday February 26, 2016.

Week Seven: February 29 & March 2 & 4- Chapter 5- Waiver to Criminal Court

Week Eight: March 7, 9 & 11- Chapter 5 – Waiver to Criminal Court
MID TERM REVIEW on Wednesday March 9, 2016
MID TERM EXAMINATION – Total 100 points on Friday, March 11

Week Nine: March 14, 16 & 18 Spring Break

Week Ten: March 21, 23 & 25- Chapter 6- Adjudication in Juvenile Court
Quiz 2 = 20 Points on March 25. This quiz covers chapter 3 to 5.
Good Friday Student Holiday on 25

Week Eleven: March 28, 30 & April 1- Chapter 7- Disposition

Week Twelve: April 4, 6 & 8- Chapter 8- Condition of Confinement
Assignment 2- Case Brief due on April 8 in the class

Week Thirteen: April 11, 13 & 15- Chapter 9- The Release Decision
QUIZ 3: Thursday, April 15, 2016
20 Points. This quiz covers chapter 6 to 9

Week Fourteen: April 18, 20 & 22. Major Group Project

Week Fifteen: April 25, 27 & 29 Major Group Project due on April 27 & Review for the Final Examination on April 29

Week Sixteen: May 2, 4, 6, 2016 FINAL EXAMINATION
Room will be announced - 100 POINTS

University Rules and Procedures

Disability statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

**Forms of academic dishonesty:**
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

**Nonacademic misconduct (See Student Handbook):**
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual misconduct (See Student Handbook):**
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Attendance Policy:**
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class.

**Student Academic Appeals Process:**
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor’s assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

**Department Policy on Mobile Devices and Technology**
It is imperative that instructors be afforded reasonable authority to manage the classroom learning environment. An important component of management of the classroom environment is control of topic and pedagogical method. Empirical data shows that student use of mobile devices and other forms of technology that are not approved by the instructor for the educational endeavor of interest serve as distractors to student attention. When students attempt to divide their time between paying attention to the classroom topic and/or pedagogical method used by the instructor and the use of a mobile device, the student may miss important course content or details. Unsanctioned use of mobile devices or technology by a student may also serve as a substantial distraction to other students enrolled in the course. It is the policy of the Department of Justice Studies that during examinations no
mobile device or other form of technology be placed in the student's work area, visible by the student, or within an arms length reach of the student. It is also the policy of the department that unsanctioned student use (use that is not approved of by the instructor of record and/or is unrelated to classroom activities) of mobile devices and/or other technological devices during classroom activity (defined here as activity occurring during the time that class is scheduled to meet) is strictly prohibited. It is within the scope of the instructor's authority to, over the course of the semester, demand that mobile devices and/or other technological devices be turned completely off and stored away. This is a broad policy statement. The instructor of record may and is encouraged to further elaborate his or her own course-specific mobile device policies in writing in the course syllabus.