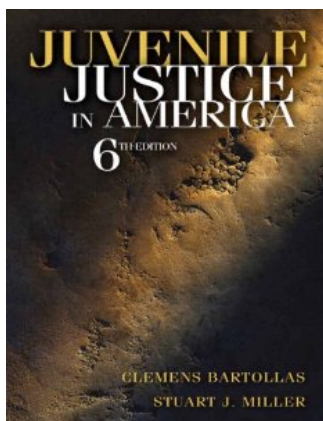


Department: Criminal Justice
Course Title: Juvenile Justice System
Section Name: CRIJ 1313 DCJ
Semester: Fall 2013 (August 26th – October 18th)
Time:
1:30 to 3:15
Classroom: ET 161
Instructor: Jennifer Myers
Email: jsmyers@odessa.edu
Office: ET 159
Phone: 432-335-6505
432-978-0020 (text ok)
Office Hours:
Mondays: 3:30 PM – 5:30 PM
Tuesdays: 3:30 PM – 5:30 PM
Wednesdays: 8 AM – 12 PM
Thursdays: 3:30 PM – 5:30 PM
Fridays: By Appointment Only

Course Description:

This course is a study of the juvenile justice process to include specialized juvenile law, role of the juvenile law, role of the juvenile courts, role of police agencies, role of correctional agencies, and theories concerning delinquency.

Required Texts:



Juvenile Justice in America, 6th edition
Clemens Bartollas & Stuart J. Miller

Description of Institutional Core Objectives (ICO's)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013, page 73*)

Odessa College's Institutional Core Objectives (ICOs):

- 1) *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2) *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3) *Empirical and Quantitative Skills* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4) *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 5) *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
- 6) *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes for CRIJ 1313: Juvenile Justice System (Source: *Odessa College Catalog of Courses*)

Outcome	ICO
1. The student will describe the juvenile law and the role of juvenile courts. 2. The student will explain the roles of police and correctional agencies concerning delinquency. 3. The student will identify, review, and discuss the theories of delinquent conduct. 4. The student will apply the theories of delinquent conduct to famous juvenile cases.	<i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
1. The student will describe the juvenile law and the role of juvenile courts. 2. The student will explain the roles of police and correctional agencies concerning delinquency. 3. The student will identify, review, and discuss the theories of	<i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication

<p>delinquent conduct. 4. The student will review terminology relevant to juvenile justice and communicate definitions of relevant terminology.</p>	
	<p><i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</p>
	<p><i>Teamwork</i> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</p>
	<p><i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making</p>
	<p><i>Social Responsibility</i> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</p>

Odessa College Policies

Academic Policies

Note that the OC Student Handbook states (page 32) that “[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities* <http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

Scholastic Dishonesty

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

"Cheating on a test" shall include:

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.

- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

Special Populations/Disability Services/Learning Assistance

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at www.odessa.edu/dept/counseling/disabilities.htm. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013, page 52*)

Dropping a Course or Withdrawing from College

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office

of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2012-2013, page 36*)

Learning Resource Center (LRC; Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

Student Success Center (SCC)

Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit www.odessa.edu/dept/ssc/ (Source: *Odessa College Catalog of Courses 2012-2013, page 54*)

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.**

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

As part of the Design for Completion initiative, your Odessa College Student Success Coach and faculty mentor will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert. Your Student Success Coach or faculty mentor will contact you to work toward a solution.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,

- notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
 3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements.

As part of the Design for Completion initiative, your Odessa College Student Success Coach and faculty mentor will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert. Your Student Success Coach or faculty mentor will contact you to work toward a solution.

Fall 2013 (8/26/13-12/14/13)

NOTE: College business offices are closed from Wed., Nov 27 through Sun., Dec 1.

FALL & SPRING BUSINESS HOURS :

Wrangler Express Center: M-Th: 7:30 am-7 pm; Fri: 7:30 am-5 pm; Sat: 9 am-noon
Other offices: M-Th: 8 am-5:30 pm; Fri: 8 am-1 pm

SUMMER BUSINESS HOURS

Wrangler Express Center: (beginning May 20) M-Th: 7:30 am-7 pm; Fri: 8 am-5 pm; Closed Saturdays
(beginning Aug 3, Wrangler Express will also be open 9 am-noon on Saturdays)
Other offices: May 20-Aug 17 (M-Th: 7:30 am-5:30 pm; closed Fridays)

Registration:

On the Web (5 am to Midnight, 7 days a week)..... Apr 15-Aug 25
In Person (See Business Hours Above)..... Apr 15-Aug 23

FOR TUITION AND FEE SCHEDULES & PAYMENT INFORMATION, PLEASE CHECK ONLINE
AT www.odessa.edu

Classes Begin.....	Aug 26 (Mon)
Late Registration & Schedule Changes (Add/Drop):	
On the Web (5 am to Midnight, 7 days a week).....	Aug 26-27 (Mon-Tues)
In Person (See Business Hours Above).....	Aug 26-27 (Mon-Tues)
Holiday (Labor Day – Offices closed except for Wrangler Express – No Classes).....	Sep 2 (Mon)
Census Day.....	Sep 11 (Wed)
Last Day to Drop or Withdraw with a “W” (1st eight week courses).....	Oct 4 (Fri)
First Eight Weeks End.....	Oct 18 (Fri)
Second Eight Weeks Begin.....	Oct 21 (Mon)
Deadline for Fall Degree Application.....	Nov 1 (Fri)
Last Day to Drop or Withdraw with a “W” (full semester length courses).....	Nov 12 (Tues)
Last Day to Drop or Withdraw with a “W” (2nd eight week courses).....	Nov 26 (Tues)
Student Evaluation of Instruction Survey Available Online.....	Nov 18-22 (Mon-Fri)
Thanksgiving Holiday (begins 9 pm Tues, Nov 26).....	Nov 27-30 (Thurs-Sat)
Last Class Day.....	Dec 7 (Sat)
Final Exams.....	Dec 9-12 (Mon-Thurs)
End of Semester.....	Dec 12 (Thurs)
Fall Graduation.....	Dec 14 (Sat)
College Offices Closed.....	Dec 21-Jan 5 (Sat-Sun)

Course Policies

Disclaimer

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

Original Effort

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

Description of students

Students enrolled in this course Odessa College students majoring in criminal justice studies or Odessa College students that have an interest in studying criminal justice.

Course prerequisites

NONE (Source: *Odessa College Catalog of Courses 2012-2013, page 178*)

Course Alignment with Industry Standards

Digital Protocol

Cell phones must be placed on either *vibrate* or *silent* mode and are to be accessed in emergency cases only. The use of laptops or any other digital device is permitted in order to facilitate note-taking relative to instruction. Any written assignments will be submitted electronically on Blackboard. **The electronic recording of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on “Blackboard” time.** Back-up and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments.** If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to student with pertinent information and status reports. Assignments submitted electronically need to be **WORD documents (doc or docx).**

Attendance Policy

Students are expected to attend class regularly. Attendance will be recorded using a “sign-in” sheet. Excessive absences will be grounds for disciplinary action, and will be determined on a case-by-case basis. If you are more than 15 minutes late to class or leave class early without notifying the instructor, this will count as an absence. **More than 3 unexcused absences will result in a drop in letter grade.**

AVID

This course has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the legal program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

Grading Policy

Please understand that this is a required course for the Criminal Justice program in order to prepare you for an certificate in Criminal Justice. Quality work and active participation is expected and not to be negotiated. As a general policy, grades will be taken in class. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week’s time.

Grade Inquiry Policy

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

Communication Plan

The best way to communicate with the course instructor is via email through Blackboard. Also, check in Blackboard regularly for announcements, including any changes in the course schedule due to instructor illness or conference attendance. Appointments with the instructor may also be scheduled.

General Course Requirements

1. Attend class and participate.
2. Contribute and cooperate with civility.
3. **Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.**

Grading Scale:

- “A” = 90-100
- “B” = 80-89
- “C” = 70-79
- “D” = 60-69
- “F” = 0-59

Incomplete Policy

An ‘Incomplete’ grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an “I” will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

Overview of assignments

Type of Assignment	Percentage
1. Introduction Activity	5%
2. Daily Participation	10%
3. Group Project 1	10%
4. Group Project 2	10%
5. Group Project 3	10%
6. Binders	15%
7. Final Group Project	20%
8. Final Exam	20%

1. Introduction Activity-Done in class on 08-26-13. What candy personality are you?
2. Your daily participation grade will consist of 30 daily grades. You will be graded on class participation and completion of in class tasks and vocabulary quizzes. If you are absent, your daily grade will be a 0. If you are absent, you are still responsible for the material that you missed.
3. **Binders:** For this class you will keep a 2 inch binder. You will need a set of dividers. You will also need paper, pen, pencil, and highlighters. All class materials will be kept in the binder and the binder will be checked several times throughout the semester to make sure you are keeping them neat and all assignments are in them. You will receive a table of contents and a monthly

schedule to keep in your binder. BINDER CHECKS MAY BE ANNOUNCED OR UNANNOUNCED

4. Group Project #1: Perspectives on and Theories of Juvenile Crime – Details of project expectations will be provided in class.
5. Group Project #2: Juvenile Probation and Community-Based Juvenile Programs – Details of project expectations will be provided in class.
6. Group Project #3: Juvenile Gangs – Details of project expectations will be provided in class.
7. Final Group Project: Overview of the Juvenile Justice System – Details of project expectations will be provided in class.
8. Final Exam: Your final exam will be comprehensive, meaning that it will cover all the chapters we study this semester. (Chapters 1 and 3-16). The final exam will consist of multiple choice, fill in the blank, key term identification, and short answer questions. IF YOU STUDY ALL OF YOUR SEMESTER GUIDED NOTES AND YOUR ASSIGNED READINGS, THEN YOU SHOULD DO WELL ON THE FINAL EXAM.

Schedule (Tentative and Subject to Change)

Date	Instructional Approach (* denotes a strategy adopted by AVID)	Topic	Assignment	Assignment Submission
Monday, August 26, 2013	Face to Face	Class Introductions – Welcome to Class Syllabus Review Introduction Activity (5% of grade)	Syllabus Review Introduction Assignment	Face to Face
Tuesday, August 27, 2013	Face to Face Guided Lecture Notes*	Chapter 1: Juvenile Justice: An Overview Pages 1 – 28	Jigsaw activity: Background of juvenile justice. How did juvenile court develop? What is the history of juvenile	Face to Face

			confinement?	
Wednesday, August 28, 2013	Face to Face Guided Lecture Notes*	Finish Chapter 1 Begin Chapter 3: Causes of Juvenile Crime Pages 61 (Rational Choice Theory) Page 61 (Development of Positivism)	Do flashcards for vocabulary terms from Chapter 1. Do flashcards for the themes of juvenile justice. Jigsaw the four philosophies on correcting juveniles.	Face to Face
Thursday, August 29, 2013	Face to Face Guided Lecture Notes*	Finish Chapter 3 Pages 68 – 72 (Social Structural Theories)	Daily Assignment: Vocabulary Quiz	Face to Face
Monday, September 2, 2013	No Class	Labor Day Holiday	No Class	No Class
Tuesday, September 3, 2013	Face to Face Guided Lecture Notes*	Chapter 4: The Police Pages 90 - 114		Face to Face
Wednesday, September 4, 2013	Face to Face Begin Group Project #1	Continue Chapter 4 Begin Group Project #1 (Present a perspective or theory of juvenile crime)	Begin Group Project #1	Face to Face
Thursday, September 5, 2013	Face to Face	Group Project #1 Presentations Begin Chapter 5: The Juvenile Court Pages 119 -139	Group Project #1 Presentations	Face to Face
Monday, September 9, 2013	Face to Face Guided	Finish Chapter 5	Jigsaw: Major Juvenile Court Cases: Kent v.	Face to Face

	Lecture Notes*	Time permitting: Begin Chapter 6: The Juvenile Court: Trial and Disposition	United States, In re Gault, In re Winship, Breed v. Jones, McKeiver v. Pennsylvania	
Tuesday, September 10, 2013	Face to Face Guided Lecture Notes*	Chapter 6: The Juvenile Court	Daily Assignment: Vocabulary Quiz	Face to Face
Wednesday, September 11, 2013	Face to Face Guided Lecture Notes*	Chapter 7: Juveniles in Adult Court Pages 152 – 169		Face to Face
Thursday, September 12, 2013	Face to Face Guided Lecture Notes*	Finish Chapter 7		Face to Face
Monday, September 16, 2013	Face to Face Guided Lecture Notes*	Chapter 8: Juvenile Probation Pages 170 – 191		Face to Face
Tuesday, September 17, 2013	Face to Face Guided Lecture Notes*	Finish Chapter 8 Begin Chapter 9: Community-Based Programs Pages 192 - 213 Begin Group Project #2 (Probation and Community-Based Programs)	Daily Assignment: Vocabulary Quiz	Face to Face
Wednesday, September 18, 2013	Face to Face Group Project #2	Finish Chapter 9 Continue Work on Group Project #2		Face to Face
Thursday, September 19, 2013	Face to Face Guided Lecture Notes*	Group Project #2 Presentations Begin Chapter 10: Juvenile Institutionalization Pages 214 - 240		Face to Face

Monday, September 23, 2013	Face to Face Guided Lecture Notes*	Finish Chapter 10		Face to Face
Tuesday, September 24, 2013	Face to Face Guided Lecture Notes*	Chapter 11: Juvenile Aftercare Pages 241 - 259		Face to Face
Wednesday, September 25, 2013	Face to Face Guided Lecture Notes*	Finish Chapter 11 Begin Chapter 12: Treatment Technologies Pages 260 – 285		Face to Face
Thursday, September 26, 2013	Face to Face Guided Lecture Notes*	Finish Chapter 12	Daily Assignment: Vocabulary Quiz	Face to Face
Monday, September 30, 2013	Face to Face Guided Lecture Notes*	Begin Chapter 13: Juvenile Gangs Pages 286 – 307		Face to Face
Tuesday, October 1, 2013	Face to Face Guided Lecture Notes*	Finish Chapter 13 Begin Group Project #3 (Juvenile Gangs)		Face to Face
Wednesday, October 2, 2013	Face to Face Guided Lecture Notes*	Chapter 14: Drugs and Youthful Offending Pages 308 - 322 Continue work on Group Project #3	Daily Assignment: Vocabulary Quiz	Face to Face
Thursday, October 3, 2013	Face to Face Guided Lecture Notes*	Finish Chapter 14 Present Group Project #3		Face to Face
Monday, October 7,	Face to Face	Chapter 15: International Juvenile Justice		Face to Face

2013	Guided Lecture Notes*	Pages 323 – 350		
Tuesday, October 8, 2013	Face to Face Guided Lecture Notes*	Finish Chapter 15 Begin Chapter 16: Juvenile Justice in the Twenty-First Century Pages 351 - 365	Daily Assignment: Vocabulary Quiz	Face to Face
Wednesday, October 9, 2013	Face to Face Guided Lecture Notes*	Finish Chapter 16 Begin Final Group Projects		Face to Face
Thursday, October 10, 2013	Face to Face	Final Group Project Work Day		Face to Face
Monday, October 14, 2013	NO SCHOOL FOR ECISD	NO SCHOOL FOR ECISD	NO SCHOOL FOR ECISD	NO SCHOOL FOR ECISD
Tuesday, October 15, 2013	Face to Face	Final Group Project Work Day (If Needed)		Face to Face
Wednesday, October 16, 2013	Face to Face	Final Group Project Presentations Final Exam Review		Face to Face
Thursday, October 17, 2013	Face to Face	Final Exam Comprehensive – Chapters 1 - 12		Face to Face