https://www.lakeheadu.ca/assets/lkh.png

**[FACULTY OF INTERDISCIPLINARY STUDIES]**

**[CRIM2010 Youth Crime and Justice]**

**[FALL 2020]**

**CONTACT INFORMATION**

|  |  |
| --- | --- |
| Instructor name: Fay Williams, PhD. | Email: fwillia1@lakeheadu.ca |
| Office hours: ZOOM TBA | Course location: Mycourselink |
| Time and date: Web-based & asynchronous |  |

D2L Link: https://mycourselink.lakeheadu.ca/d2l/home/70561

|  |
| --- |
| **Course Description and Learning Outcomes**  An analysis of the types, prevalence, characteristics, repercussions, and changing nature of youth crime in Canada. Emphasis will be placed on the various strategies that have been, and continue to be developed to remedy youth crime.  At the end of the course students should be able to:   1. Articulate basic scientific principles, concepts, and terminology on youth crime 2. Recognize and describe social justice concerns related to the equality and equity of the administration and outcomes of the youth justice system 3. List and describe major theoretical perspectives in youth crime 4. Apply facts, theories, and methods to practical problems related to criminology *(e.g., in-class discussions, writing assignments, short or long answer test questions)* |

**ASSIGNED TEXTBOOK:**

Minaker, J.C. & Hogeveen, B. (2009). *Youth Crime and Society*. Pearson Education Canada.

Toronto.

**Other supporting materials**

**Government reports & journal articles**

**COURSE EVALUATION:**

|  |  |  |
| --- | --- | --- |
| **Component (Paper, Participation, Test, Midterm, Exam, etc)** | **Value** | **Due Date** |
| 1. Term paper entitled: Experiences and perspectives of youth crime in Canada and its implications (see guidelines & grading rubric) | 20% | November 4, 2020  by 11.30 p.m. |
| 2. Quiz 1 (Chap 1-3) | 10% | October 1, 2020  8.00 a.m.-8.00 p.m. |
| 3. Quiz 2 (Chap 4-6) | 20% | October 21, 2020  8.00 a.m.-8.00 p.m. |
| 4. Quiz 3 (Chap 7-9) | 20% | November 10, 2020  8.00 a.m.-8.00 p.m. |
| 5. Final examination (Chap 10-12) | 20% | TBA  8.00 a.m.-8.00 p.m. |
| 6. Discussion Post | 10% | September 10, 2020 |
| Total | 100% |  |

**ASSIGNMENTS:**

**1. Term Paper (20%) due November 4, 2020 by 11.30 p.m.**

You are required to write an essay to critically evaluate the experiences and perspectives of youth crime in Canada not exceeding 5 pages and organized in 4 sections as outlined below.

The paper is to be written in paragraphs with complete sentences using Times Roman (font size 12) and double-spaced. The referencing should follow APA guidelines. The assignment is to be uploaded on **D2L** under the **Assignment tab** by November 4, 2020 before 11.30 p.m.

**Section 1**. State your personal experiences and/ or perceptions of youth crime in Canada? Personal experiences can be based on the news media, the movies or any other experiences. (1 page)

**Section 2**. Summarize 5 different articles on youth crime from any media source such as social media, newspaper, radio reports, magazine or internet to demonstrate the experiences and perceptions of youth crime in the media. (1 page)

**Section 3**. Summarize the key points from the official government report entitled: Youth Crime in Canada: [**http://www.statcan.gc.ca/pub/85-002-x/2016001/article/14309-eng.htm**](http://www.statcan.gc.ca/pub/85-002-x/2016001/article/14309-eng.htm) (1 page)

**Section 4**. Critically compare and evaluate the experiences and perspectives from Section 1 and Section 2 with the official government report in Section 3. (1 page). Look for differences, similarities and weaknesses.

**Rubric for essay: Experiences and perspectives of youth crime (20%)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Experiences and perspective** | **Excellent** | **Moderate** | **Acceptable** |
|  | Personal experience & perceptions (1 page) | 4 | 3 | 2 |
|  | Summary of the 5 articles (1 page) | 4 | 3 | 2 |
|  | Summary “Youth Crime in Canada”(1 page) | 4 | 3 | 2 |
|  | Critically analyze Section 1 and 2 in light of the official government report (Section 3) (1-page) | 4 | 3 | 2 |
|  | References in APA format | 4 | 3 | 2 |
|  | Penalty > 6 pages | -5% | -5% | -5% |
|  | Total | 20 | 15 | 10 |

**Late assignments**

**There will be a penalty for late assignments of 5% for everyday beyond the due date.**

**2. Three Quizzes (50%)**

Each quiz will be web-based and consisting of 50 multiple choice questions, True/False and matching questions. The quiz will be found under **Mycourselink** using the **Quizzes** tab. The quiz will have a single entry modality but the tab will be opened between 8.00 am -8.00 p.m. and timed for 50 minutes

**3. Final Exam: (20%)**

The final exam will be web-based and consisting of 60 multiple choice questions, True/False and matching questions. The exam will be found under **Mycourselink** using the **Quizzes** tab. The exam will have a single entry modality but the tab will be opened between 8.00 am -8.00 p.m. and timed for 60 minutes

**4. Discussion Posts: (10%)**

Students will respond to selected questions on the discussion post which is found under

Mycourselink in D2L.

**Grading Scheme:**

|  |  |  |
| --- | --- | --- |
| A+ | 90 to 100% | Outstanding understanding of the course concepts including integration of materials and ideas, ability to apply knowledge to situations |
| A | 80 to 89% |
| B | 70 to 79% | Above average to excellent knowledge, ability to apply knowledge to situations |
| C | 60 to 69% | Satisfactory knowledge including ability to recognise and apply major course concepts, and to progress to next level of course |
| D | 50 to 59% | Some grasp of course concepts; will likely encounter difficulty with higher levels |
| E | 40 to 49% | Failed to meet minimum requirements of the course |
| F | 1 to 39% | Failure |
| F | 0 | Failure resulting from academic dishonesty |

**Students are advised to refer to the University Calendar to ensure that they have adequate grades and/or average to proceed in their program.**

**NOTE: Any important announcements, including changes in due dates will be announced on Desire2Learn**

**COURSE SCHEDULE:**

This is a web-based asynchronous course with resources listed in the course website under the “Content” tab. The resources for each week will be assigned to the specified dates as outlined in the course schedule. The student is responsible to review the course outline and read the assigned resource materials in a systematic and timely manner, as well as to be prepared for the quizzes.

**Week 1 Course Introduction**

**Posted September 8, 2020: Course introduction, overview & guidelines**

**Administrative concerns; grades and assignments; readings; course protocol & student responsibility**

**Reading: None assigned**

**Posted September 10, 2020: Youth Crime in Canada:** A Statistical Snapshot of Youth at Risk and Youth Offending in Canada

**Reading:**

<https://www.publicsafety.gc.ca/cnt/rsrcs/pblctns/ststclsnpsht-yth/index-en.aspx#:~:text=overall%20youth%20crime%20rate%2049,3%2C155%20per%20100%2C000)%3B%20and>

**Discussion Post: Identify your community and explain your perception of youth crime in your community? Due September 10, 2020 by 11.30 p.m.**

**Week 2 Introduction to Youth crime**

**Posted September 15, 2020:** Introduction toward Understanding Youth and Crime

**Reading:**

Minaker, J.C. & Hogeveen, B. (2009). **Chapter 1. Introduction toward Understanding Youth and Crime**. *Youth Crime and Society*. Pearson Education Canada. Toronto.

**Posted September 17, 2020: Practices of Governance and Control: Theoretical Underpinnings**

**Reading:**

Minaker, J.C. & Hogeveen, B. (2009). **Chapter 2**. **Practices of Governance and Control: Theoretical Underpinnings.** *Youth Crime and Society*. Pearson Education Canada. Toronto.

**Week 3 Theories of youth crime**

**Posted September 22, 2020: Responding to Youth Crime: Historic Origins of Juvenile Justice Legislation**

**Reading:**

Minaker, J.C. & Hogeveen, B. (2009). **Chapter 3**. **Responding to Youth Crime: Historic Origins of Juvenile Justice Legislation**. *Youth Crime and Society*. Pearson Education Canada. Toronto.

**Posted September 24, 2020: Legislating Youth Crime: From YOA to YCJA**

**Reading:**

Minaker, J.C. & Hogeveen, B. (2009). **Chapter 4**. **Legislating Youth Crime: From YOA to YCJA**. *Youth Crime and Society*. Pearson Education Canada. Toronto.

**Week 4 September 29, 2020**

**Posted Study day**

**Reading: None**

**Posted: October 1, 2020: Quiz 1 (Chapter 1-3)**

The quiz will be web-based consisting of 50 multiple choice questions, True/False and matching questions. It will be found under **Mycourselink** using the **Quizzes** tab. The Quiz will be a single entry test that will be timed for 50 minutes.

**Week 5 Operation of the YCJA**

**Posted October 6, 2020: The Operation of the Youth Criminal Justice System**

**Reading**

Minaker, J.C. & Hogeveen, B. (2009). **Chapter 5. The Operation of the Youth Criminal Justice System.** *Youth Crime and Society*. Pearson Education Canada. Toronto.

**Posted October 8, 2020: Practices of Governance and Control: Theoretical Underpinnings**

**Reading:**

Minaker, J.C. & Hogeveen, B. (2009). **Chapter 6. Practices of Governance and Control: Theoretical Underpinnings.** *Youth Crime and Society*. Pearson Education Canada. Toronto

**Week 7 October 12-16, 2020 Thanksgiving week**

**Week 8 Quiz 2**

**Posting October 19, 2020: Study day**

**Reading: None**

**Posted October 21, 2020: Quiz 2 (Chapter 4-6)**

The quiz will be web-based consisting of 50 multiple choice questions, True/False and matching questions. It will be found under **Mycourselink** using the **Quizzes** tab. The Quiz will be a single entry test that will be timed for 50 minutes.

**Week 9 The Case of Aboriginal Street kids**

**Posted October 27, 2020: Marginalized: The Case of Aboriginals**

**Reading**

1. **Video: Failing Canada’s First Nations Children**

<https://www.youtube.com/watch?v=xhEh-D7IRQc>

**Reading: Marginalized: The Case of Aboriginals**

1. Minaker, J.C. & Hogeveen, B. (2009). **Chapter 7** **Marginalized: The Case of Aboriginals**. *Youth Crime and Society*. Pearson Education Canada. Toronto.

**Posted October 29, 2020 Street involved youth: Conditions, consequences and interventions**

**Reading:**

Minaker, J.C. & Hogeveen, B. (2009). **Chapter 8. Street involved youth: Conditions, consequences and Interventions**.*Youth Crime and Society*. Pearson Education Canada. Toronto.

**Week 10 Violence and youth**

**Posted November 3, 2020 Violence and Youth**

**Reading:**

Minaker, J.C. & Hogeveen, B. (2009). **Chapter 9. Violence and youth**. *Youth Crime and Society*. Pearson Education Canada. Toronto.

**Posted November 5, 2020 What to do about youth crime?**

**Reading:**

Minaker, J.C. & Hogeveen, B. (2009). **Chapter 10. What to do about Youth Crime?** *Youth Crime and Society*. Pearson Education Canada. Toronto.

**November 6, 2020 Last day to drop course**

**Week 11 Youth Voices and Youth-Centered innovations**

**Posted November 10, 2020 Quiz 3 (Chapters 7-9)**

**Reading: None**

**Posted November 12, 2020 Youth Voices and Youth-Centered innovations**

**Reading:**

Minaker, J.C. & Hogeveen, B. (2009). ). **Chapter 11.** **Youth Voices and Youth-Centered innovations***. Youth Crime and Society*. Pearson Education Canada. Toronto.

**Week 12 Conclusion**

Posted November 17, 2020 Conclusion

**Reading**

Minaker , J.C. & Hogeveen, B. (2009). **Chapter 12** **Conclusion- Youth Crime** *Youth Crime and Society*. Pearson Education Canada. Toronto.

**Posted: November 19, 2020 Youth at Risk and Youth Offending in Canada**

**Reading:**

**Youth at Risk and Youth Offending in Canada - Risk factors** <https://www.publicsafety.gc.ca/cnt/rsrcs/pblctns/ststclsnpsht-yth/index-en.aspx#sec02.3>

**Week 13 Youth gangs in Canada**

**Posted November 24, 2020 Youth gangs in Canada (Hand out)**

**Reading**

**Youth Gangs in Canada: A Review of Current Topics and Issues**

<https://www.publicsafety.gc.ca/cnt/rsrcs/pblctns/2017-r001/index-en.aspx>

**Posted November 26, 2020 Youth Resilience**

**Reading:**

**Posted: Interventions to build resilience in at risk youths Peel Region**

<https://www.peelregion.ca/health/library/pdf/rapid-review-resilience-at-risk-youth.pdf>

**Week 14 Review**

**Posted December 1, 2020 Discussion post TBA**

**Reading:**

**Posted December 3, 2020 Final Examination review**

**Reading**

**Exam review**

**Posted: Final examination December 10-20, 2020**

**Reading**

The final exam will be web-based consisting of 60 multiple choice questions, True/False and matching questions. It will be found under **Mycourselink** using the **Quizzes** tab. The Quiz will be a single entry test that will be timed for 60 minutes.

**LATE ASSIGNMENTS**

**Penalty for late assignments will be 5% for everyday beyond the due date for assignments. Contact me if you are having problems before the due date.**

**COURSE AND UNIVERSITY POLICIES**

**A.**[**Land Acknowledgement**](https://teachingcommons.lakeheadu.ca/land-acknowledgement)

Lakehead University respectfully acknowledges its campuses are located on the traditional lands of Indigenous peoples.

Lakehead Thunder Bay is located on the traditional lands of the Fort William First Nation, Signatory to the Robinson Superior Treaty of 1850. Lakehead Orillia is located on the traditional territory of the Anishinaabeg. The Anishinaabeg include the Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy.

Lakehead University acknowledges the history that many nations hold in the areas around our campuses, and is committed to a relationship with First Nations, Métis, and Inuit peoples based on the principles of mutual trust, respect, reciprocity, and collaboration in the spirit of reconciliation.

**B. Academic Integrity**

**1.** ["Student Code of Conduct Policies"](https://teachingcommons.lakeheadu.ca/student-code-conduct-policies) (official policy statements & helpful teaching tools)

* PPT - ["Student Code of Conduct - Academic Integrity: Slides for Faculty & Instructors to Cover with their Students"](https://teachingcommons.lakeheadu.ca/sites/default/files/inline-files/Student%20Code%20of%20Conduct%20Academic%20Integrity%20Slides.pptx)
* PDF - ["Student Code of Conduct - Academic Integrity: Slides for Faculty & Instructors to Cover with their Students"](https://teachingcommons.lakeheadu.ca/sites/default/files/inline-files/Student%20Code%20of%20Conduct%20Academic%20Integrity%20Slides.pdf)
* [Student Code of Conduct - Academic Integrity](https://www.lakeheadu.ca/sites/default/files/policies_procedures/Student%20Code%20of%20Conduct%20-%20Academic%20Integrity.pdf)
* [Student Code of Conduct - Appeal Policy (with links to Judicial Panel Procedures)](https://www.lakeheadu.ca/sites/default/files/policies_procedures/Student%20Code%20of%20Conduct%20-%20Appeal%20Policy%20and%20Judicial%20Panel%20Procedures.pdf)
* [Student Code of Conduct - Non-Academic](https://www.lakeheadu.ca/sites/default/files/policies_procedures/Student%20Code%20of%20Conduct%20-%20Non-Academic-.pdf)

**2. Copyright Compliance**

I understand and agree that all instructional, reference, and administrative materials to which I am given access in this course (the "course materials"), whether they consist of text, still or kinetic images, or sound, whether they are in digital or hard copy formats, and in whatever media they are offered, are protected in their entirety by copyright, and that to comply with this copyright and the law.

(a) I may access and download the course materials only for my own personal and non-commercial use for this course; and

(b) I am not permitted to download, copy, store (in any medium), forward or share, transmit, broadcast, show, post or play in public, adapt, or change in any way any text, image, or sound component of the course materials for any other purpose whatsoever except as expressly authorized, and only to the extent authorized, in writing, by the course instructor.

I further understand and agree that, if I infringe the copyright of the course materials in any way, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviors that support the University’s academic values.

**3. Exam/Assignment Integrity**

I understand and agree that:

(a) Unless otherwise allowed by the course instructor, I must complete the assignments in this course without the assistance of anyone else.

(b) Unless otherwise allowed by the course instructor, I must not access any sources or materials (in print, online, or in any other way) to complete any course exam.

I further understand and agree that, if I violate either of these two rules, or if I provide any false or misleading information about my completion of course assignments or exams, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviors that support the University’s academic values.

**C. Lakehead's Accommodation Statement**

Lakehead University is committed to achieving full accessibility for persons with disabilities/medical conditions. Part of this commitment includes arranging academic accommodations for students with disabilities/medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability/medical condition and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please email [sas@lakeheadu.ca](mailto:sas@lakeheadu.ca) or visit: https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas

**D. Collection Notice (regarding recording lectures and class activities)**

In the course, “Youth Crime and Society”, CRIM2010, Section A; in the context of remote instruction and participation, video and audio recordings of class activities will be made to ensure students' and instructors' easy and comprehensive access to those activities.  The recordings are confidential and are intended only for the use of the course students and instructors.  They may otherwise not be used or disclosed.  During recording, to protect others' privacy, each student should ensure that no one else is present in the location where they are being recorded without that non-student's consent.  The recordings are made under the authority of sections 3 and 14 of The Lakehead University Act, 1965.  Questions about the collection of the images and sounds in the recordings may be directed to the Chair or the Dean of the Department of Interdisciplinary studies, Orillia campus. Phone (705) 330 4008.

**E. Writing Support Syllabus Statement**

Your ability to write clearly and with purpose is crucial to your academic success. Because the writing process takes time and expectations vary across disciplines (and from one instructor to another), it is important to manage this process carefully. The following guidelines will help you do that:

1. **Start early** – The writing process involves several steps: prewriting, drafting, revising, and editing. You will do your best work when you follow all the steps. Prewriting involves thinking about what you’ve learned on a topic, often assisted by note-taking, so that your reflections become your writing. It is often the longest and most important step!
2. **Read the guidelines** – Every assignment has a specific purpose, audience, length, and format. Pay close attention to these specifications and revisit them as you work on the assignment. Also, remember that different academic disciplines use different styles of documentation. In this course, we will use APA format, information about which may be found: <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html>
3. **Seek support**– Writing is hard work, but you are not alone. Your instructor is there to help you. Don’t be afraid to ask for guidance or drop in during office hours.
4. **Put in the time**– Writing is a valuable skill, and any time spent developing your writing ability will contribute to your success, both in university and in your personal career.
5. **Visit the Academic Support Zone** – The Academic Support Zone’s writing coaches will work with you at any stage of the writing process from interpreting the guidelines and finding sources to composing and editing drafts. Rather than editing your work for you, writing coaches will engage you in conversation about your writing and help you develop your skills in alignment with assignment expectations and course objectives.

Find Lakehead University’s free writing support at:  <https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone> and visit mysuccess.lakeheadu.ca to book an appointment.

For more information about the stages of the writing process please consult “Steps for Academic Writing” [link to infographic is yet to come]

**F.**[**Participation Policy**](https://teachingcommons.lakeheadu.ca/participation-policy-examples)

For group participation, students are expected to work together and therefore all group members will be assigned the same grade.

**G. Student Courtesy**

“I expect all students to be respectful in their interactions with other students involved with the course, both in the class and online.

**H. Tests, Exams and Term Work**

If you are going to miss a test, it is very important that you email me as soon as you know that you will be missing the test. Missed tests will be accommodated only in extraordinary circumstances that are supported by written documentation from a healthcare practitioner using the official Student Health Certificate, available at

<https://www.lakeheadu.ca/current-students/examination/medical-notes/node/10641>

Final examinations will run from [December 10- December 20, 2020], inclusive. Midterm examinations for full courses and final examination for all courses are scheduled by the Registrar’s Office. Students are strongly urged NOT to make any commitments (i.e., vacation, job related, or other travel plans) during either the term as a whole or the final examination period. Students are required to be available for all examinations during the periods for which they are scheduled (as published in course syllabus). It is your responsibility to check the final exam schedule and arrive at the scheduled date/time/location to avoid a grade of zero. There will be no rescheduling of examinations to accommodate holiday travel or extracurricular activities. No one will be allowed to write examinations prior to the scheduled date.

Extensions of deadlines for completion of assignments or writing of midterms/final examinations may be granted to students on the basis of illness, accident, or other extreme and legitimate circumstances beyond their control. Consideration for deferrals will not normally be granted on the basis of vacation/travel plans or job-related obligations.

**I. Academic Integrity**

Plagiarism, cheating and academic dishonesty of any kind will not be tolerated. Being caught engaging in any such activities will result in disciplinary action either within the course or at the university level. A listing of University Regulations can be found at: <http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=21&chapterid=3506&loaduseredits=False>. The code of student behaviour and disciplinary procedures can be found at: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/code-of-student-behaviour-and-disciplinary-procedures>.

The following rules shall govern the treatment of students who have been found guilty of attempting to obtain academic credit dishonestly:

(a) The minimum penalty for a student found guilty of [plagiarism](http://navigator.lakeheadu.ca/Catalog/definitions/Plagiarism.html), or of cheating on any part of a course will be a zero for the work concerned.  
(b) A student found guilty of cheating on a formal examination or a test, or of serious or repeated [plagiarism](http://navigator.lakeheadu.ca/Catalog/definitions/Plagiarism.html), or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

Students disciplined under the Code of Student Behaviour and Disciplinary Procedures may appeal their case through the Judicial Panel.

**LAKEHEAD RESOURCES**

If you find yourself having difficulty with the course material or any other difficulties in your student life, don’t hesitate to ask for help! Contact me, the lecturer, or if it is an issue beyond this class, please contact your academic advisors, or get help from any number of other support services on campus, including:

**The Student Success Centre** has many programs and support services in place to help you achieve your academic and personal goals while studying at Lakehead University. They provide academic support through tutoring services, career exploration, co-operative opportunities and leadership development. More information is available at: <https://www.lakeheadu.ca/current-students/student-success-centre>.

**The Lakehead Library** provides access to resources, study rooms, and research support both online via chat and in person with more details available at: <https://library.lakeheadu.ca/>.

Public Computer Labs are available on campus where you may write and/or print out your work. For more details go to: <https://www.lakeheadu.ca/faculty-and-staff/departments/services/helpdesk/computer-labs>.

**Student Life and Services** offers health and wellness resources both on and off campus, as well as opportunities for involvement in health and wellness activities. More information is available at: <https://www.lakeheadu.ca/current-students/student-services/or>.

**Office of Human Rights and Equity**. You have the right to an education that is free from any form of discrimination. A wide variety of resources are available at: <https://www.lakeheadu.ca/faculty-and-staff/departments/services/human-rights-and-equity/resources>

[Course Outline/Syllabus](https://teachingcommons.lakeheadu.ca/course-outlinesyllabus)

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