

**NHCC Mission**

North Hennepin Community College creates opportunities for students to reach their academic goals, succeed in their chosen professions, and make a difference in the world.



# North Hennepin Community College

*Founded in 1966*

*Engaging students, changing lives*

**NHCC Values**

Boldly responding to the ever-evolving needs of the field, the School of Education is passionate about nurturing a lifelong love of learning while challenging students to find their own voice through creative thought and reflection.

**North Hennepin Community College**  
 7411 85th Avenue North Brooklyn Park, MN 55445  
 Email: [info@nhcc.edu](mailto:info@nhcc.edu) Website: [www.nhcc.edu](http://www.nhcc.edu)

**COURSE SYLLABUS****Juvenile Justice**

ID # 00505

SOC # 1730

Section: 91

**Fall 2012:**

3 Credits

**Semester Dates:**

1/17/2012 to 5/9/2013

**Room:**

Center for Liberal Arts Room 133

**Time and Day:**

Thursday

6:30pm – 9:10pm

**Professor:**

Dr. Anthony J. Nocella II

**Internet Contact:**

[nocellat@yahoo.com](mailto:nocellat@yahoo.com)

[www.anthonynocella.org](http://www.anthonynocella.org)

**Cell. Phone-number:**

315-657-2911 (texting me is fine)

**Skype:**

[anthony.nocellaii](https://www.skype.com/people/anthony.nocellaii)

**Office:**

North Hennepin Community College  
 CLA-161

**Office Hours:**

By Appointment  
 (call, text, or e-mail me)

**Mailbox:**

CLA Office 215

## NORTH HENNEPIN COMMUNITY COLLEGE – GUIDING VALUES

*We believe in the power of education to change lives. Toward that end, we:*

- Inspire intellectual curiosity
- Embrace diversity of all kinds
- Foster trust and respect
- Expect quality and continuous improvement
- Encourage creativity and innovation
- Promote individual responsibility and integrity
- Invest in professional and personal development
- Build strong, collaborative partnerships
- Serve as responsible stewards of college resources

## NORTH HENNEPIN COMMUNITY COLLEGE – OUR STRATEGIC GOALS

- *Access, Opportunity, and Success*  
Maintain academic standards and stable enrollments while increasing retention and completion.
- *Innovation and Relevance*  
Maintain curriculum that is relevant and effective while developing innovative new courses and programs.
- *Culture of Commitment*  
Develop a more rewarding, engaged, and inclusive college environment.
- *Workforce and Community*  
Expand effective partnerships within and beyond our community.

## NORTH HENNEPIN COMMUNITY COLLEGE – CRIMINAL JUSTICE

North Hennepin's A.S. in Criminal Justice provides students with a broad analysis of the relationship between law and society as well as a thorough examination of the interrelationships, functions and operations of the different components of the criminal justice system. It is designed to provide preparation for a variety of entry-level positions in state, county, and municipal law enforcement agencies.

Learning Outcomes/Student Competencies:

Within the context of this course's content, after successfully completing the course a student will be

able to:

1. Analyze and reflect on the ethical dimension of the juvenile justice system. (NHCC Core Ability Critical Thinking comps. b,c; NHCC Core Ability Ethical and Civic Responsibility, comp. d;,) ELOs, 1, 2, 3
2. Demonstrate communication skills necessary for writing reports that will be used in the juvenile justice system where a diversity of clients exists. (NHCC Ability Human Diversity, comps. D, e; ELO 2
3. Apply techniques and strategies used in crime investigation and the enforcement of laws within communities. (NHCC Core Ability Ethical and Civil Responsibility, comp. e; NHCC Core Ability Critical Thinking, comps b, c, d;) ELOs 1, 2, 3
4. Understanding the levels of juvenile justice offenses, dispositions, data privacy, traffic offenders, parental notification, court rules concerning juveniles. (NHCC Core Ability Critical Thinking comps. b. c.) ELOs 1, 2

## **ABOUT DR. NOCELLA**

**Dr. Anthony J. Nocella II**, author, educator, and community organizer teaches at St. Cloud State University, North Hennepin Community College, Senior Fellow of the Dispute Resolution Institute in the Hamline Law School, and is a Visiting Professor at Hamline University. He received his Ph.D. from the Maxwell School at Syracuse University in Social Science. Nocella is a scholar in the fields of critical animal studies, disability studies, juvenile justice, critical criminology, hip hop studies, critical urban education, peace and conflict studies, and social justice education. Nocella holds an MA in Peacemaking and Conflict Studies, and a graduate certificate in mediation from Fresno Pacific University, and an MS in Cultural Foundations of Education, an Advanced Certificate in Women’s Studies, and an Advanced Certificate in Transnational Conflicts from Syracuse University. He has taught workshops and courses in prisons, high schools, middle schools, and detention facilities throughout the U.S. for over ten years. Nocella has published more than 25 scholarly articles, co-founded more than 20 active political organizations and serves on 5 boards. He has founded 4 book series and co-founded 4 journals – Green Theory and Praxis, Peace Studies Journal, Journal on Critical Animal Studies, and Journal on Terrorism and Security, is on the editorial board of three other journals, and has published more than twelve books.

## **COURSE DESCRIPTION – JUVENILE JUSTICE**

This course is an introduction to the field of Juvenile Justice. We will look at the historical development of the concept of juveniles, the treatment of juveniles, the various philosophies and theories regarding juveniles, the juvenile justice system and future trends.

Following the course, students should understand and be able to demonstrate knowledge in the following areas. Training in critical thinking and diversity sensitivity are integral to this class.

## PERSONAL PHILOSOPHY AND PEDAGOGY

I plan for our journey in this class to be a transformative and empowering experience, designed specifically for you the students in the class. My syllabus is not written in stone; it can and will be shaped to meet the needs of you the students rather than the students fitting the syllabus. We are not cogs in a machine and school is not a factory. My belief is that each student opinion is as valuable as the teacher and that the teacher. I hope to break down the teacher-student domination relationship, where both are teachers and both are students, but I will need your help in achieving this. Not only do you need to check in with me, but I need to check in with you to see if I am holding up to your expectation as an excellent teacher and meeting all of your needs and wants. I facilitate classes rather than teach or lecture at. My courses are community engaging, participatory, experiential, critical, promote praxis, and collaboration.

As a critical, feminist, critical race, transformative, and disability pedagogue I believe that each student should be able to be graded not in comparison to fellow students, but to that particular student's ability. I am here to provide you the tools to enter into your community as a leader and a follower that works toward inclusive transformative social justice.

## GROUND RULES

- No put downs even in a joking manner
- No insulting word calling or word use such as, but not limited to, gay, no-homo, stupid, R-Word, freak, F-Word, idiot, N-Word, B-Word, dumb a\*\*, a\*\* hole.
- One person speaks at a time
- Volunteer yourself only
- Be willing to participate
- Be willing to be challenged and to challenge others
- Respect everyone
- K.I.S.S. – Keep It Short and Sweet
- Be positive, helpful and encouraging to others
- Be willing to take risks and learn new things
- Do not steal or use other people's work
- Do all work
- To be honest

- Bring your experiences in class and value difference
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## REQUIRED READINGS

- John T. Whitehead and Steven P. Lab (2012). *Juvenile Justice, Seventh Edition: An Introduction*. Anderson. ISBN-13: 978-1455778928 [Paperback]

## STUDENTS WITH DIS-ABILITIES

**Disabilities:** “Disability Access Services (DAS) is dedicated to ensuring equal access to the College for students with physical, learning, psychiatric, and other documented disabilities. The role of Disability Access Services is to:

- Ensure that otherwise qualified students with disabilities have equal access.
- Obtain and maintain disability-related documents. Certify eligibility for DAS services.
- Determine reasonable accommodations.
- Develop plans for the provision of such accommodations.
- Support and encourage student success and student responsibility.
- Resolve disability-related student concerns, complaints or grievances.
- Refer students with disabilities to other appropriate resources as needed.
- Arrange services based on students' individual disability needs.”

Connie Sherman, Director  
763-493-0556

Sandra Munn, Administrative Assistant  
763-488-0410

Location: LRC 170

**Requesting DAS Services:** Students requiring accommodation due to a disability need to apply for services through the Disability Access Services Office. During the application process, please be prepared to discuss your disability and its impact, required documentation, possible accommodations, and policies and procedures for receiving disability services. Any information shared is considered private information under state and federal law.

Each student will be treated with the utmost respect, kindness, and honesty. Your experiences are fundamental to learning so I do not want any student to leave them at the door, please bring them in and be who you want to be. My goal, with the help of each student, is to make the classroom a safe space for everyone. If you need any help in relation to the academic work for this course please feel free to ask me.

\*\*If you have a documented disability and wish to seek accommodation, please contact the instructor about that matter.

## **NHCC WRITING RESOURCE CENTER**

The Writing Center's objectives are to enhance student's language skills as well as foster their academic success by engaging students in their writing and facilitating student writers' efforts, strategies and processes. Furthermore, tutors in the Writing Center encourage students to take responsibility for their writing and empower them with the tools needed to improve their skills. Tutors do not edit or proofread but assist students in understanding how to better their writing abilities by identifying their own strengths and weaknesses, in addition, to guiding them through the process of determining when and how to make modifications.

In order to accomplish these objectives, the Writing Center provides individualized and tailored writing assistance to students regardless of discipline. Students and all members of the NHCC community may come in for guidance on academic papers, research projects, scholarship applications, creative writing, and any other writing project.

If you would like to visit with a peer tutor or the full-time College Writing tutor, it is best to make an appointment on Tutor Trac to ensure there is someone available to assist you. While drop-ins are available, there is the risk that tutors will be working with other students or are not staffed during the time you are in need; therefore, we highly encourage you to make an appointment.

Some of the topics tutors are able to help you with include:

- Interpreting assignments
- Brainstorming
- Organizing ideas
- Understanding grammar and punctuation
- Citing sources
- Using appropriate language

Make an appointment for tutoring:

### **To make appointments:**

Phone: **763-424-0927**

Email: [tutoring@nhcc.edu](mailto:tutoring@nhcc.edu)

### **Service Hours**

Monday-Friday

9:00am – 5:00pm

## Writing Center Mini-Sessions

Would you like to improve your academic writing skills? Is English your second language? If you answered "Yes!" to either one of these questions, you could become a more successful writer by taking one of the Writing Center's Mini Sessions.

You do not need an appointment - just show up! All sessions are offered in the Writing Center - LRC 169.

## POLICIES & CONDUCT

**Late Assignments and Incomplete Grades:** Papers and assignments are due when indicated on the syllabus. Only under extreme circumstances will I agree to a delay in the submission of assigned material. But, it is essential that you discuss with me in advance if you need to be late with an assignment. Assignments that are turned in late without my prior agreement will have one letter grade deducted for each day they are late. No grades of incomplete will be issued unless the circumstances legitimating this grade are discussed with me and I have agreed that an incomplete is warranted.

**Student Conduct:** Expectations for behavior in this class accord with the Code of Student Conduct for Behavior and Academic Honesty. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to Academic Affairs to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.

**Cell Phones and Laptop:** Students should turn off cell phones when they are in class. This means vibrate as well as ring modes. Also, there should be no texting during class. Laptops and cell phones may be used in class for taking notes and for engaging in learning activities for the course.

**Collection of Student Work:** In order to monitor students' achievement, improve instructional programs, and publish research findings, the School of Education collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

**Attendance/Drop Policy:** If you are unable to complete this course, you must withdraw from it by the drop deadline. Withdrawing from this course is a formal procedure that you must initiate. Instructors cannot do it for you. Please discuss this decision with your instructor before taking action. If you stop attending and do not withdraw, you will receive a performance grade, usually an 'F'.

**Holidays:** The college makes every reasonable effort to allow students to observe religious holidays without academic penalty while recognizing that accommodations should not create an undue interference with the student's participation in a course. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with an opportunity to pursue a reasonable alternative to complete such academic responsibilities and requirements.

Students who plan to miss class must:

1. Inform instructor in writing of anticipated absences at the beginning of the course;
2. Meet with instructors to arrange a plan to complete the student's academic responsibilities for the course, including the rescheduling of any missed coursework, assignments or examinations; and
3. Obtain class notes from other students.

Students who have properly notified their instructor will be offered an opportunity to make up the work, without penalty, in a manner that is consistent with the attendance policy of the academic unit and is convenient to both students and faculty. To the extent possible, faculty should try to avoid scheduling examinations or deadlines on dates that conflict with religious holidays.

\*\*The instructor reserves the right to change, revise, modify, or delete any portion of this syllabus.

## PLAGIARISM

**Academic Dishonesty:** Students are encouraged to become familiar with the university's policy on academic integrity (see student handbook). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

In all papers and assignments for the class it is important that proper conventions of scholarship be followed. If you use someone else's words, indicate this with quotation marks and a citation. If you make a paraphrase of another person's work, citation is necessary. If you draw substantially on the ideas of another person, credit them.

Plagiarism is a very serious matter and grounds for failing the class. If you have any doubt about the meaning of plagiarism please see me.

APA format see - <http://owl.english.purdue.edu/owl/resource/560/01/>

## COURSE REQUIREMENTS

**1. Class Participation:** Assigned reading is required for class; this will be reflected in the class discussion and exercises. The quality of the class depends greatly on students' participation. Additionally, you will periodically be asked to write about your readings at the beginning of class periods (pop quiz format). This will be assessed and will influence your participation and attendance grade. At various points in the semester you will also be asked to facilitate class discussion. The purpose of this exercise is to allow you to demonstrate your knowledge of the material and develop your skills as a facilitator. Your classmates will also be accountable for material during periods when they are not facilitating. Attendance is mandatory; absences or partial class absences will be reflected in your grade, if the instructor is not notified in advance. Coming late to class will not be tolerated. It is important for students to have completed the readings on time and be ready to discuss them. (If you remain disengaged in class dialogue for more than one class, the instructor will discuss the issue with you privately.) Further, if you fall asleep during class, the instructor will mark you absent. Please turn off all cell phones and other electronic devices during class. If you text message or use the phone at all in class I will count you absence.

- **Required Homework:** See Course schedule for more details.

## 2. One Movie Review:

- Watch the movie, “Boyz n the Hood” (1998) and write a one page critical reflection paper on the movie from a social justice perspective.

**3. Group Facilitation of a Class:** One group a week will facilitate, not teach, the particular reading for the week for about 45 minutes. You may have handouts, powerpoint, video clips, music clips, etc. the goal is to have everyone in an engaged discourse. Hand in from the group a 1 full page reflection on facilitating, group dynamics, and class discussion, the following week.

**4. Final Presentation and Paper:** You will present for 8 minutes on your paper that is to be 8 to 10 pages long or write a book review on a topic related to youth and the juvenile justice system. Paper is to be APA format see - <http://owl.english.purdue.edu/owl/resource/560/01/>

## GRADING

1. Participation and Homework	40%
2. Co-facilitating Group	15%
3. Movie Review	15%
4. Final Presentation and Paper	30%
Total	100%

### Grade Criteria

All grades added together total a maximum of 100 points.

## EVALUATION OF STUDENT PERFORMANCE

Please, do not ask to take the final exam at a different time than when it is scheduled. The only acceptable reason for failing to take any of the exams at their regularly scheduled time is a serious medical emergency or college commitment verifiable by the Dean. *Your desire to leave early for vacation, catch a ride at the end of the semester, etc. are not acceptable reasons for missing an exam.* No make-up exams will be given, unless the above conditions have been met. If you miss an exam, you will receive a grade of 0 for that exam.

Your final grade will be based on the following point totals:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 59-0
A = 93-96	B = 83-86	C = 73-76	D = 63-66	
A- = 90-92	B- = 80-82	C- = 70-72	D - = 60-62	

If it becomes apparent to me that students are not keeping up with the assigned readings, you will be given pop quizzes on the readings and these quizzes will be computed as part of the total points in the course.

## **COURSE SCHEDULE**

**Thursday, January 17**

Welcoming, Introductions, and Campus Tour



**Thursday, January 24**

Chapter 1. John T. Whitehead and Steven P. Lab (2012). *Juvenile Justice, Seventh Edition: An Introduction*. Anderson.

Editorial. (2011-2012). *Stop the School-to-Prison-Pipeline*. Rethinking Schools. Vol. 26, No. 2. [http://www.rethinkingschools.org/archive/26\\_02/edit262.shtml](http://www.rethinkingschools.org/archive/26_02/edit262.shtml)

2 to 3 page (if you do more than three pages you will get a better grade most likely) analytical write up for each chapter, APA style. Cite all quotes properly (Author year, Pg.) cite a lot, quote not too much. Quotes should not be more than two sentences. No "I" statements and cite properly, with no paragraphs less than 5 sentences, and no paragraph ending with a quote or question. Times New Roman, 12 point font, 1" margins, double-spaced, single-spaced header (name, course, date, professor, reading).



**Thursday, January 31**

Chapter 2. John T. Whitehead and Steven P. Lab (2012). *Juvenile Justice, Seventh Edition: An Introduction*. Anderson.

Center on Juvenile & Criminal Justice.  
<http://www.cjcj.org/juvenile/justice/juvenile/justice/history/0#juvenile>

2 to 3 page (if you do more than three pages you will get a better grade most likely) analytical write up for each chapter, APA style. Cite all quotes properly (Author year, Pg.) cite a lot, quote not too much. Quotes should not be more than two sentences. No "I" statements and cite properly, with no paragraphs less than 5 sentences, and no paragraph ending with a quote or question. Times New Roman, 12 point font, 1" margins, double-spaced, single-spaced header (name, course, date, professor, reading).

Facilitators: \_\_\_\_\_



**Thursday, February 7**

Chapter 3. John T. Whitehead and Steven P. Lab (2012). *Juvenile Justice, Seventh Edition: An*

*Introduction. Anderson.*

Green Day. Basket Case. <http://www.youtube.com/watch?v=NUTGr5t3MoY>

Make a collage on a full-size poster that you would get at a department store (no blank space allowed) that critically examines the reading. Make sure to cite and quote using APA style. Please take your time, use images, markers, arts and crafts supplies and make sure the poster is a full-size poster, not a piece of paper or half of a poster. Put your name, date, and course on the back.

Facilitators: \_\_\_\_\_



**Thursday, February 14**

Chapter 4. John T. Whitehead and Steven P. Lab (2012). *Juvenile Justice, Seventh Edition: An Introduction. Anderson.*

2 page memo in the form of bullet-points, defining/explaining all the key/important terms and concepts.

Facilitators: \_\_\_\_\_



**Thursday, February 21**

Chapter 5. John T. Whitehead and Steven P. Lab (2012). *Juvenile Justice, Seventh Edition: An Introduction. Anderson.*

Stanley Tookie William interview on Democracy Now! -  
<http://www.youtube.com/watch?v=V4fvhZzHzVA>

2 to 3 page poem based upon readings. Note if you do the minimum get the minimum grade. APA style. Cite properly and often. Do not quote more than a few words and not often. Times New Roman, 12 point font, 1" margins, double-spaced, single-spaced header (name, course, date, professor, reading).

Facilitators: \_\_\_\_\_



**Thursday, February 28**

Chapter 6. John T. Whitehead and Steven P. Lab (2012). *Juvenile Justice, Seventh Edition: An*

*Introduction. Anderson.*

2 to 3 page poem based upon readings. Note if you do the minimum get the minimum grade. APA style. Cite properly and often. Do not quote more than a few words and not often. Times New Roman, 12 point font, 1" margins, double-spaced, single-spaced header (name, course, date, professor, reading).

Facilitators: \_\_\_\_\_



**Thursday, March 7**

Chapter 7. John T. Whitehead and Steven P. Lab (2012). *Juvenile Justice, Seventh Edition: An Introduction. Anderson.*

BIGGIE. *Things Done Changed.*

2 to 3 page poem based upon readings. Note if you do the minimum get the minimum grade. APA style. Cite properly and often. Do not quote more than a few words and not often. Times New Roman, 12 point font, 1" margins, double-spaced, single-spaced header (name, course, date, professor, reading).

Facilitators: \_\_\_\_\_



**Thursday, March 14 – SPRING BREAK**

**Thursday, March 21**

Chapter 8 and 9. John T. Whitehead and Steven P. Lab (2012). *Juvenile Justice, Seventh Edition: An Introduction. Anderson.*

2 to 3 page (if you do more than three pages you will get a better grade most likely) analytical write up for each chapter, APA style. Cite all quotes properly (Author year, Pg.) cite a lot, quote not too much. Quotes should not be more than two sentences. No "I" statements and cite properly, with no paragraphs less than 5 sentences, and no paragraph ending with a quote or question. Times New Roman, 12 point font, 1" margins, double-spaced, single-spaced header (name, course, date, professor, reading).

Facilitators: \_\_\_\_\_



**Thursday, March 28**

Chapter 10. John T. Whitehead and Steven P. Lab (2012). *Juvenile Justice, Seventh Edition: An Introduction*. Anderson.

The School to Prison Pipeline. Juvenile Justice in New York State.  
<http://www.youtube.com/watch?v=M-mYQbV48II>

Make a collage on a full-size poster that you would get at a department store (no blank space allowed) that critically examines the reading. Make sure to cite and quote using APA style. Please take your time, use images, markers, arts and crafts supplies and make sure the poster is a full-size poster, not a piece of paper or half of a poster. Put your name, date, and course on the back.

Facilitators: \_\_\_\_\_



**Thursday, April 4**

Chapter 11. John T. Whitehead and Steven P. Lab (2012). *Juvenile Justice, Seventh Edition: An Introduction*. Anderson.

Read one issue of *Poetry Behind the Walls*. Save the Kids. [http://savethekidsgroup.org/?page\\_id=664](http://savethekidsgroup.org/?page_id=664)

2 page memo in the form of bullet-points, defining/explaining all the key/important terms and concepts.

Facilitators: \_\_\_\_\_



**Thursday, April 11**

Chapter 12. John T. Whitehead and Steven P. Lab (2012). *Juvenile Justice, Seventh Edition: An Introduction*. Anderson.

Nocella, A. J. (2012). *An Overview of the History and Theory of Transformative Justice*. The Peace and Conflict Review. Vol 6, Issue 1.

<http://www.review.upeace.org/index.cfm?opcion=0&ejemplar=23&entrada=124>

2 to 3 page (if you do more than three pages you will get a better grade most likely) analytical write up for each chapter, APA style. Cite all quotes properly (Author year, Pg.) cite a lot, quote not too much. Quotes should not be more than two sentences. No "I" statements and cite properly, with no paragraphs less than 5 sentences, and no paragraph ending with a quote or question. Times New Roman, 12 point font, 1" margins, double-spaced, single-spaced header (name, course, date, professor, reading).

Facilitators: \_\_\_\_\_

**Thursday, April 18**

Chapter 13. John T. Whitehead and Steven P. Lab (2012). *Juvenile Justice, Seventh Edition: An Introduction*. Anderson.

Hand in paper Movie Write-Up on, “Boyz n the Hood” due.

2 to 3 page poem based upon readings. Note if you do the minimum get the minimum grade. APA style. Cite properly and often. Do not quote more than a few words and not often. Times New Roman, 12 point font, 1” margins, double-spaced, single-spaced header (name, course, date, professor, reading).

Facilitators: \_\_\_\_\_



**Thursday, April 25**

Chapter 14. John T. Whitehead and Steven P. Lab (2012). *Juvenile Justice, Seventh Edition: An Introduction*. Anderson.

Nas. *If I Ruled the World*. Song.

2 to 3 page (if you do more than three pages you will get a better grade most likely) analytical write up for each chapter, APA style. Cite all quotes properly (Author year, Pg.) cite a lot, quote not too much. Quotes should not be more than two sentences. No "I" statements and cite properly, with no paragraphs less than 5 sentences, and no paragraph ending with a quote or question. Times New Roman, 12 point font, 1” margins, double-spaced, single-spaced header (name, course, date, professor, reading).

Facilitators: \_\_\_\_\_



**Thursday, May 2**

**Final – Paper Presentation:** You will present for 8 minutes on your paper that is to be 8 to 10 pages long or write a book review (book must be more than 120 pages) on a topic related to youth and the juvenile justice system. Paper is to be APA format see - <http://owl.english.purdue.edu/owl/resource/560/01/>

**Thursday, May 9 – FINAL PAPERS DUE IN MY MAILBOX**