Course Title:
Special Topics/Seminar: Juvenile Social Policy

Course Number:
HR 5970-423

Course Description:
This course is intended to familiarize graduate students with concepts related to juvenile social policy, program, and intervention. The juxtaposition of juvenile interventions with prevention enriches the understanding of juvenile social policy. Policies regarding juvenile are significant for contextualizing societal values and its future outlook. This requires challenging the status quo of perspectives and research impacting juvenile’s programs and on the other hand demands a critical lens that allows deep reflection on the professional applications in the field.

Course Dates:
September 1-December 31, 2011
Last day to enroll or drop without penalty: September 1, 2011

Site Director:
Please see your local Site Director or e-mail Carolyn Taylor at cataylor@ou.edu

Professor Contact Information:
Course Professor: Janette Habashi, Ph.D.
Mailing Address: University of Oklahoma
Tulsa Scherman Center
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E-mail Address: jhabashi@ou.edu
Virtual Office Hours: Please contact professor for this information.
Professor availability: The professor will be available via e-mail to students during the above listed Virtual Office Hours and other methods by arrangement. When corresponding with professor via e-mail, you must use your OU-email address and check your OU-email account frequently. In addition, pay attention to posting at D2L course home page.

Textbook(s) and Instructional Materials:
Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-1557 (outside the U.S.).


Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

OU E-Mail:
All official correspondence from distance learning instructors will be sent only to students’ ou.edu address.

Online Learning Resource Center:
The Online Learning Resource Center of the University of Oklahoma’s College of Arts and Sciences Online Program is here to serve you and assist you with any questions, problems, or concerns you may have. For assistance go to http://casweb.ou.edu/olr/ or contact us by telephone at: (405) 325-5854 or Email: casonline@ou.edu

Course Objectives:
Students are expected to complete the following learning tasks

1. Understand the significance of juvenile social policy.
2. Understand the scope and the nature of juvenile intervention and prevention programs.
3. Understand the role such juvenile policy plays in the development of our youth and children.
4. Understand methods of reforming juvenile social policy that respect juveniles’ culture, development and wellbeing.

Assignments, Grading, and Due Dates:
This course has four written assignments.

Assignment 1:
Read “Youth Violence: Prevention, Intervention”.
- For each of the chapters, summarize main points in each chapter; the length of this part of each chapter summary is to be one (1) page.
- Next, provide your opinion of the authors’ ideas. How do they compare to your experiences and to other ideas you have read about youth violence? What most surprised you? This part of the paper should be about 1-2 pages.

Assignment 2:
Read “Delinquency, Development, and Social Policy”.
- Summarize the book, focusing on the delinquency and development themes.
- Discuss these themes and argue their relevance to social policy. How do the ideas embedded in these themes hinder or create possibility to empower juveniles? The length of Assignment 2 is to be 6-8 pages.

Assignment 3:
Read “The Condemnation of Little B”. This book juxtaposes reality with policy of juvenile justice system in a way that results in discrimination among juveniles.
- Summarize the concept of theory behind juvenile justice and the how it impacts intervention and juvenile programs. This paper should be 3 to 6 pages.
Assignment 4:

- Describe your reaction to these readings as a group. Have your ideas about juvenile social policy changed? If so, how? Feel free to add any other reactions you have to the readings. This paper should be 2 to 3 pages.

Writing instructions:

Your name, student ID number, and email address should appear on each assignment. Use headings to organize your paper and to ensure that each section of the assignment has been addressed. All papers should be double spaced, 12 point font size, Times New Roman or similar font style with 1” boarders on top, bottom and both sides. The paper should be saved as either Word (.doc), Rich Text Format (.rtf) document (if you are sending by email). Please use APA format for references, in-text citations, and paper format.

Quality of Written and oral reports:

All written reports must be typewritten and include references and bibliographies. All reports should follow the format described in the Publication Manual of the American Psychological association (APA) (6th Ed.). The paper will include a title page, appropriate citations within the text of the paper and a reference page. In addition the paper should be carefully researched, grammatically correct and neat in appearance. You will be penalized for poorly written papers and poorly presented oral reports. I highly recommend using the Writing Center Facility at OU- Tulsa.

Late Work:

A late assignment will incur a penalty. If you miss class because of an emergency, please make arrangements with the professor. Two (2) points will be deducted from the total possible points for each day the assignment is late.

Grading:

This course is graded Satisfactory or Unsatisfactory (S/U). A grade of S is equivalent to B or better.

Subjective criteria for evaluating work include quality of individual writing assignments, participation/quality in group papers, presentations, and discussions. Attendance and completion of work in a punctual manner are also part of the evaluation process.

Final Word: I value each of you and do not want to lose any of you because of misunderstandings or confusion. So please let me know what I can do to clarify my lectures or otherwise fill in missing holes in your perceptions of class room verbal exchanges or assignments. What do you need (other than a guaranteed “A” or “B”) to make our class worthwhile? You have the final word!!!!!!!!!!!

Deep vs. Surface Learning:

Below are descriptions of varying degrees of work which reflect the level and quality of learning student/learner. Keep these in mind as you navigate the course.

1. **Excellent Work:** Writing demonstrates unusual competence; obvious analytical thinking with thoughtful evaluation; outstanding contributions to group presentations, papers and group discussions. Student exhibits a continuous and enthusiastic effort over the course of the class. Manifests initiative, meets all deadlines and due dates and no absences. Deep Learning—understanding of the content and applications to real world.

2. **Good Work:** Writing demonstrates competence; interpretive/inferential thinking, drawing conclusions, and reading between the lines; strong contribution to group presentations; active participation in group discussions, meets all due dates. Missed parts of classes. Deep & Surface Learning--understanding of some course content, possible examples.
3. Average Work: Individual writing is competent; literal thinking and mere regurgitation of readings; some contribution to group presentations and papers; occasionally contributes to group discussions. Meets all due dates. Missed classes. Surface Learning—overview of the content.
4. Unsuccessful Work: Individual writing suggests or demonstrates incompetence. Little thought to developing ideas. Periodic contributions to group presentations, papers and discussions. Forgetfulness regarding assignments, due dates. Missed classes, arrived late or early exits.

HR Website: The Department of Human Relations website is http://www.ou.edu/cas/hr

NOTICE: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Incomplete Grade Policy:
A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

Technical Support Information:
If you experience technical problems, contact Information Technology by visiting their website at: http://webapps.ou.edu/it/ or contacting them by telephone at: (405) 325-HELP (4357).

Important information you should know about online courses:

- To sign on to Desire2Learn (D2L), go to www.learn.ou.edu and log in using your 4+4 and your OU network password (note that this is the same 4+4 and password that you use to access your OU email). Once you are logged in, please look on the right-hand side for “My Courses,” locate your course and click on it. Remember to check your course site on D2L every day.

- Students enrolled in online courses may be required to take the CAS student orientation in Desire 2 Learn. To take the orientation, sign-on to D2L and then click on “Self Registration” at the top left corner of the page. Information about and instructions for the orientation can be found at http://casweb.ou.edu/olr/public/students/orientation.htm

- If the course is using a course website, you will find a link for the website on the first page of this syllabus. Please click on this link to start your course.

- Course Materials are available at Follett/AP Bookstore. On this syllabus you will find a link to the Follett Bookstore.

- If you need to drop or withdraw from a course, please contact your Site Director. You can drop a course without a penalty up to the add/drop date. Courses dropped after the add/drop date may result in a penalty.

- After the class has started, you can only withdraw from the course with the professor’s permission; you will not receive a refund for your tuition. You can only drop without a penalty after the add/drop date by providing proper documentation and receiving approval from the Advanced Programs Theater Director. Provide this documentation to your Site Director.
POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy.

Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the ‘I’ grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

Janette-Habashi, Ph.D.

Education

Educational Psychology, PhD. Kent State University

Current Positions

Assistant Professor, Department of Human Relations, University of Oklahoma

Major Areas of Teaching and Research Interest

Social Science theories and qualitative research. My research interest is children and indigenous discourse.

Representative Publications and Presentations

Representative Honors and Awards Received

- 2005-2006  Child on the Wing Rockefeller Foundation Resident Fellowships, Humanities and the Study of Culture Program, Johns Hopkins University, Baltimore, USA
- 2005-2006  Summer Fellowship, College of Arts and Science, University of Oklahoma, Oklahoma, USA
- 2005-2006  Presidential International Travel Fellowship Award, International Programs Center: University of Oklahoma, Oklahoma, USA
- 2005-2006  Nominated for outstanding dissertation award at the American Education Research Association- Social Context in Education (Division G), San Francisco, USA

Major Professional Affiliations

American Educational Research Association