

## Term Information

Effective Term Autumn 2022  
*Previous Value* Spring 2020

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add distance learning sections.

What is the rationale for the proposed change(s)?

Greater student demand for online sections.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We anticipate minimal programmatic implications.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4511
Course Title	Juvenile Delinquency
Transcript Abbreviation	Juvenile Delinqncy
Course Description	A sociological perspective in youth and crime; special attention to the magnitude of youth crime, theories, juvenile justice systems, and prevention and control efforts.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Mansfield, Marion, Newark

## **Prerequisites and Exclusions**

<b>Prerequisites/Corequisites</b>	Prereq: Jr or Sr standing; or permission of instructor, or department.
<b>Exclusions</b>	
<b>Electronically Enforced</b>	Yes

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

<b>Subject/CIP Code</b>	45.0401
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Junior, Senior

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors  
The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• Students will gain an understanding of the conceptual/methodological issues in the study of delinquency.</li><li>• Students will become familiar with theoretical explanations of delinquent behavior.</li><li>• Students will be exposed to the social correlates of delinquency.</li><li>• Students will learn about past and present efforts for the prevention of juvenile delinquency.</li></ul>
<b>Content Topic List</b>	<ul style="list-style-type: none"><li>• Juvenile delinquency</li><li>• History of the juvenile justice system</li><li>• Theories of delinquency</li><li>• Juvenile law</li><li>• Juvenile court</li><li>• Juvenile corrections</li><li>• Families and delinquency</li><li>• Policing of youth</li><li>• Community-based programs</li><li>• Schools and delinquency</li></ul>
<b>Sought Concurrence</b>	No

**COURSE CHANGE REQUEST**  
4511 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
11/22/2021

**Attachments**

- Haynie\_Fall 19.pdf: Face-to-face syllabus  
*(Syllabus. Owner: Downey, Douglas B)*
- Sociology 4511\_Ian Anderson approval.docx  
*(Other Supporting Documentation. Owner: Downey, Douglas B)*
- 4511-DLSyllabus Revisionb-JAB.docx: DL syllabus revision  
*(Syllabus. Owner: Downey, Douglas B)*

**Comments**

- 4511-DL-Syllabus Revisionb responds to the committee's contingencies: (1) participation in Carmen Discussion Posts is described clearly, (2) the course goals include those listed on curriculum.osu.edu, but also add an additional DL related goal, and one unique to the instructor. The in-person syllabus has different goals that represent that instructor's unique syllabus. (3) assignments are to be submitted via Carmen (clearly described), (4) the instructor has included page ranges for the textbook in the schedule. Page numbers of articles are included in an Appendix.  
*(by Downey, Douglas B on 11/18/2021 04:34 AM)*
- Please see Panel feedback e-mail sent 10/01/21. *(by Cody, Emily Kathryn on 10/01/2021 02:33 PM)*
- Cover sheet has not been reviewed by Jeremie Smith *(by Vankeerbergen, Bernadette Chantal on 09/04/2021 02:26 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	08/16/2021 11:14 AM	Submitted for Approval
Approved	Downey, Douglas B	08/16/2021 11:15 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/04/2021 02:26 PM	College Approval
Submitted	Downey, Douglas B	09/06/2021 02:44 PM	Submitted for Approval
Approved	Downey, Douglas B	09/06/2021 02:44 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/15/2021 11:42 AM	College Approval
Revision Requested	Cody, Emily Kathryn	10/01/2021 02:33 PM	ASCCAO Approval
Submitted	Downey, Douglas B	11/18/2021 04:34 AM	Submitted for Approval
Approved	Downey, Douglas B	11/18/2021 04:34 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/22/2021 12:18 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/22/2021 12:18 PM	ASCCAO Approval



# SYLLABUS

# SOC/4511

Juvenile Delinquency  
Autumn 2020 (full term)  
3 credit hours  
Online

## COURSE OVERVIEW

### Instructor

Instructor: Jaclyn A. Bowe  
Email address: [Bowe.14@osu.edu](mailto:Bowe.14@osu.edu)  
Office hours: By Appointment Only  
Office Location: Zoom Only

### Prerequisites

Junior or Senior standing; or permission of instructor or department.

### Course Goals and Learning Outcomes

The primary objective is to understand the issue of Juvenile Delinquency through a Sociological lens. The class will focus on both the theoretical and practical applications of ongoing research in this area, with the following course objectives:

- 1) Students will gain an understanding of the conceptual/methodological issues in the study of delinquency.
- 2) Students will become familiar with theoretical explanations of delinquent behavior.
- 3) Students will be exposed to the social correlates of delinquency.
- 4) Students will learn about past and present efforts for the prevention of juvenile delinquency.
- 5) Students will understand the basic Juvenile Justice system and the best practices regarding reducing/preventing juvenile delinquency.
- 6) Students will use Carmen discussions and independent research papers to develop analytical and critical thinking regarding this topic area.

## HOW THIS ONLINE COURSE WORKS

**Mode of delivery:** This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. This course is designed as a Distance Learning (DL) course, weekly assignments can be completed at any time prior to the due date.

**Pace of online activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

In this course students will watch a series of short instructor lectures posted on Carmen. A typical week will consist of four 30-minute videos (for a total of two hours per week) along with additional curriculum related videos and activities (about one hour per week).

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Participation in Carmen group exercises (see description below).**
- **Office hours and live sessions: OPTIONAL**  
All live, scheduled events for the course, including my office hours, are optional.

### Course Delivery

As a Distance Learning-only course, all coursework supplemental to the assigned textbook reading can be completed after the class week begins (Tuesdays) and at any time prior to the due date (generally Tuesday by 7:00 p.m.). I will publish a Module on Carmen each Tuesday by 7:00 p.m. which will include a recorded video lecture with information about the week's objectives, other videos when appropriate, additional current event readings (approximately 5-30 minutes of reading per module), PowerPoint slides, and participation assignments (zero to three per week depending on course material and testing dates; these will primarily be discussions with large groups or in smaller groups via Carmen).

# COURSE MATERIALS AND TECHNOLOGIES

## Textbooks

### Required

The required text is **Siegel and Welsh. Juvenile Delinquency: The Core. 6th Edition**. Available online (via Amazon and/or the publisher Cengage) and/or through the official bookstore for purchase or rent. Please contact me if you have an issue acquiring a copy of this textbook.

NOTE: NO MindTap or other supplemental material needed.

You must also have access to additional mandatory reading materials posted to **Carmen**. Other important information and updates will also be posted to **Carmen** on a regular basis.

## Course technology

### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))

### Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

# GRADING AND FACULTY RESPONSE

## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Exam #1	15
Exam #2	15
Carmen group exercises	10
Research Paper #1	25
Research Paper #2	25
Participation	10

Total	100
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See course schedule below for due dates.

## Descriptions of major course assignments

**NOTE:** all assignments must be submitted via Carmen.

### Class Participation

#### Description:

Weekly participation online via **Carmen** is valuable and important. Each week will include participation activities (zero to three) for you to engage with your fellow students and the class material. The class week will be each Monday at 7:00 p.m. until the following Monday at 7:00 p.m. PLEASE NOTE: Some weeks may be extended due to scheduled “instructional breaks.”

### Carmen Discussion Posts

#### Description:

You will be randomly assigned to a Large Group (about 15 students) and a Small Group (about 6 students) students the first week of the semester and will stay with these same groups for the entire term. Most weeks, you will engage in both a Large and Small Group Discussion by responding to a Discussion Prompt. Generally, the Large Group Discussion will focus on a major theme from the Week, while the Small Group Discussion will focus on the additional reading/watching materials. You may respond to your classmates, but it is not required. Each Discussion Post will be graded.

**Academic integrity and collaboration:** Your written assignments should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

### Research Papers

#### Description:

Two 4-6 page research papers will be required, one due prior to the midterm and one due prior to the final exam. Each paper is worth 25% of your grade. Further information will be provided via **Carmen**.

**Academic integrity and collaboration:** Your written assignments should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

### Exams

#### Description:



A midterm and non-cumulative final, each worth 20% of your grade, will include multiple choice, true/false, and critical thinking/short answer questions. Written verification of an extraordinary circumstance for any missed test is required prior to approval for scheduling a make-up exam.

**Academic integrity and collaboration:** Exams will be available on **Carmen** and will be open-book and open-note, but no collaboration with other students is allowed. Your written assignments should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

## Late assignments

Any late assignments, without an accepted excuse, will be penalized 10% and will only be accepted up to seven (7) days after the due date.

## Grading scale

93–100: A  
 90–92.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+  
 73–76.9: C  
 70–72.9: C-  
 67–69.9: D+  
 60–66.9: D  
 Below 60: E

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

## OTHER COURSE POLICIES

## Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](https://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](https://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

## Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-

800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](http://go.osu.edu/wellnessapp).

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [sllds@osu.edu](mailto:sllds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))

## COURSE SCHEDULE

Dates	Topic	Readings/Assignments
8/24	Intro & Syllabus review	
8/26	Nature & Extent of Delinquency	Ch. 1 (p. 1-31) & Carmen
8/30	Nature & Extent of Delinquency	Ch. 2 (p. 32-56) & Carmen
9/1		
9/6	Individual Views of Delinquency	Ch. 3 (p. 57-95) & Carmen

9/8		
9/13	Sociological Views of Delinquency	Ch. 4 (p. 96-126) & Carmen
9/15		
9/20	Developmental Views of Delinquency	Ch. 5 (p. 127-154) & Carmen
9/27		
9/29		
10/4		Review for Exam 1/1 <sup>st</sup> Paper Due + Exam 1
<b>10/6</b>		<b>Research Paper 1 &amp; Exam 1 due by 7:00 p.m.</b>
10/11	Ch. 6 Gender and Delinquency	Ch. 6 (p. 155-178) & Carmen
10/13	Ch. 7 Family and Delinquency	Ch. 7 (p. 179-207) & Carmen
10/18	Ch. 8 Peers/Gangs and Delinquency	Ch. 8 (p. 208-236) & Carmen
10/20		
10/25	Ch. 9 Schools and Delinquency	Ch. 9 (p. 237-268) & Carmen
10/27		
11/2	Ch. 10 Drugs and Delinquency	Ch.10 (p. 269-296) & Carmen
11/4		
11/9		Review/Guest Speaker/2 <sup>nd</sup> Paper Due
11/11		
<b>11/16</b>		<b>Research Paper 2 due by 7:00 p.m.</b>
11/18	Ch. 11 Prevention & Juvenile Justice	Ch.11 (p. 297-326) & Carmen
11/23		
11/25	Ch. 13 (not 12) Juv Court Process	Ch.13 (p. 351-383) & Carmen
11/30		
12/3		Final Review
Week of December 10 <sup>th</sup> -16 <sup>th</sup>		<b>Final Exam (Exam 2)</b>

## Appendix A: Current Additional Readings & Videos (subject to change)

### Dates

8/26 <https://www.youtube.com/watch?v=6kcKX2ln0B0>; <https://www.youtube.com/watch?v=Wsevw5yFgsE>; [https://www.youtube.com/watch?v=ypX1Licb\\_RA&t=1s](https://www.youtube.com/watch?v=ypX1Licb_RA&t=1s); [https://en.wikipedia.org/wiki/Kangaroo\\_court](https://en.wikipedia.org/wiki/Kangaroo_court); <https://www.youtube.com/watch?v=8fVFgd7YyCk>

8/30 <https://www.youtube.com/watch?v=sxYrzy3cq8>; <https://www.youtube.com/watch?v=E91bGT9BjYk>; <https://www.youtube.com/watch?v=O4FvB-W4Siw>; <https://www.youtube.com/watch?v=RcR-RwHcsdE>; <https://ucr.fbi.gov/nibrs/2019>; [https://www.ocjs.ohio.gov/crime\\_stats\\_reports.stm#gsc.tab=0](https://www.ocjs.ohio.gov/crime_stats_reports.stm#gsc.tab=0);

<https://www.ojdp.gov/ojstatbb/crime/qa05101.asp>; <https://www.bbc.com/news/world-us-canada-53525440>

9/6 <https://www.youtube.com/watch?v=XbJRR9tyM14>; <https://www.youtube.com/watch?v=FWq-PkNqA3U&t=25s>; <https://www.youtube.com/watch?v=95jCtgle9Wo>;  
<https://www.prisonlegalnews.org/news/2016/jun/3/scared-straight-programs-are-counterproductive/>;  
<https://www.youtube.com/watch?v=bjyDQdv6gSk>; <https://www.youtube.com/watch?v=NHCok5PK-FA>;  
[https://www.youtube.com/watch?v=NjTxQy\\_U3ac](https://www.youtube.com/watch?v=NjTxQy_U3ac)

9/13 <https://www.youtube.com/watch?v=JWULMYI05B4>; <https://www.aecf.org/work/juvenile-justice/jdai/>

9/20 <https://www.youtube.com/watch?v=PmaYOnotyul>; <https://heavy.com/sports/2020/02/49ers-rb-raheem-mostert-wife-devon/>

10/4 <https://www.youtube.com/watch?v=Vz-hlV8o3y8>; [https://www.youtube.com/watch?v=YgAo9tjNI\\_s](https://www.youtube.com/watch?v=YgAo9tjNI_s);  
<https://www.youtube.com/watch?v=nCjrilG1XoY>; <https://www.youtube.com/watch?v=hrxhptvEOTs>;  
<https://www.10tv.com/article/news/crim>; <https://bjs.ojp.gov/content/pub/pdf/cv19.pdf>

10/11 <https://www.youtube.com/watch?v=hAPqYCRSkaA>;  
<https://www.youtube.com/watch?v=JQNLWYqKLj4>; <https://www.daycare.com/ohio/>;  
<https://www.youtube.com/watch?v=-V>; [https://www.youtube.com/watch?v=w\\_dlrIaRRSk](https://www.youtube.com/watch?v=w_dlrIaRRSk);  
<https://www.wcpo.com/news/local-news/i-team/reports-of-child-abuse-and-neglect-plunge-in-ohio-indiana-kentucky-during-quarantine>;  
<http://childrenservices.franklincountyohio.gov/public/documents/PDF/E6A3BC99-D350-661A-4674D588901DECCE.pdf>; <http://childrenservices.franklincountyohio.gov/public/documents/PDF/261CF19E-B34B-E09D-02C39E18C856DE5C.pdf>; <https://childrenservices.franklincountyohio.gov/abuse-and-neglect/>;  
<http://codes.ohio.gov/orc/2151.031v1>; <http://codes.ohio.gov/orc/2151.03v1>;  
<http://codes.ohio.gov/orc/2151.04>

10/18 <http://codes.ohio.gov/orc/2923.41>; <https://614now.com/2019/614-live/adventures/tbt-the-short-north-posse-columbus-most-notorious-gang>; <https://www.youtube.com/watch?v=H4JCWgsNGHl>;  
<https://www.youtube.com/watch?v=6qkSMkiGWdg>; <https://www.10tv.com/article/news/crime-tracker/kids-involved-in-carjackings-in-columbus/530-ea70617d-a817-47dc-ab0e-a073beaf7741>

10/25 <https://education.ohio.gov/getattachment/Topics/Early-Learning/Third-Grade-Reading-Guarantee/TGRG-Toolkit-one-pager.pdf.aspx>; [https://nces.ed.gov/programs/crimeindicators/ind\\_02.asp](https://nces.ed.gov/programs/crimeindicators/ind_02.asp);  
<https://www.youtube.com/watch?v=S7TYr4PFQgk>; <https://www.youtube.com/watch?v=tSH5AW51Mbo>

11/2 [https://www.youtube.com/watch?v=P\\_x36qHi03w](https://www.youtube.com/watch?v=P_x36qHi03w);  
[https://www.cdc.gov/tobacco/data\\_statistics/fact\\_sheets/youth\\_data/tobacco\\_use/index.htm#:~:text=Tobacco%20product%20use%20is%20started%20and%20established%20primarily%20during%20adolescence.&text=Nearly%209%20out%20of%2010,try%20smoking%20by%20age%2026.&text=Each%20day%20in%20the%20U.S.,youth%20start%20smoking%20every%20day.](https://www.cdc.gov/tobacco/data_statistics/fact_sheets/youth_data/tobacco_use/index.htm#:~:text=Tobacco%20product%20use%20is%20started%20and%20established%20primarily%20during%20adolescence.&text=Nearly%209%20out%20of%2010,try%20smoking%20by%20age%2026.&text=Each%20day%20in%20the%20U.S.,youth%20start%20smoking%20every%20day.;); <https://www.youtube.com/watch?v=KUXb7do9C-w>;  
<https://www.bgca.org/programs/health-wellness/smart-moves>;  
<https://www.10tv.com/article/news/local/report-franklin-county-saw-456-increase-in-overdose-deaths/530-4b614de4-12eb-4a7f-accf-35a0b5b750e9>;  
[https://www.youtube.com/watch?v=iEF6g83EOTI&feature=emb\\_logo](https://www.youtube.com/watch?v=iEF6g83EOTI&feature=emb_logo);

<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/other-at-risk-populations/people-who-use-drugs/QA.html>

11/16 [https://drj.fccourts.org/DRJ.aspx?PN=Family\\_Assessment.htm](https://drj.fccourts.org/DRJ.aspx?PN=Family_Assessment.htm);  
<https://www.youtube.com/watch?v=dIBuOW-Dm-s>; <https://www.youtube.com/watch?v=M6Enu3aS0ic>;  
<https://www.10tv.com/article/news/crime-tracker/police-investigating-string-of-purse-car-thefts-by-juveniles-across-central-ohio/530-5274dac5-68a5-413e-972e-71da660d1e0d>;  
<https://www.10tv.com/article/news/crime/franklin-county-juvenile-court-judge-criticizes-police-press-conference/530-a94e1292-5d9e-4972-abfa-136150b1111f>

11/23 <https://www.ncsl.org/research/civil-and-criminal-justice/juvenile-age-of-jurisdiction-and-transfer-to-adult-court-laws.aspx>; <https://www.10tv.com/article/news/crime-tracker/how-should-juvenile-offenders-be-sentenced/530-edf610cd-12e2-4c8e-b654-985d8728e6ba>; <https://www.10tv.com/article/news/crime-tracker/columbus-police-concerned-about-juvenile-violence/530-c6187c81-8461-448b-9ae0-a2d1e287ad7e>;  
<https://www.10tv.com/article/news/investigations/10-investigates/10-investigates-maryhaven-treatment-center-runaways/530-77c810b0-cced-400e-9c1f-bbb2861cf41d>; <https://www.aecf.org/work/juvenile-justice/jdai/>; <https://www.youtube.com/watch?v=Wxu7lYomfJY>;  
<https://gunmemorial.org/2020/01/15/christopher-ar-santiago>

# Juvenile Delinquency

Sociology 511; Autumn 2019

Wednesday/Friday, 11:10 -12:30 p.m.

Location: 2015 McPherson Lab

Instructor: Professor Haynie

Email: [Haynie.7@osu.edu](mailto:Haynie.7@osu.edu)

Office Hours: Wed 1:00- 2:00 p.m. Thur: 1:00-2:00pm  
and/or by appointment

Office: 124 Townshend Hall



## Course Objectives

This course will introduce you to the study of juvenile delinquency. We will engage in and discuss key issues involving the study, explanation for, and prevention of juvenile delinquency. We will also connect readings and class discussions to current events. The course has been designed with the following course objectives:

1. Identify the conceptual and methodological issues involved in studying juvenile crime.
2. Engage with the prominent theories about the causes of juvenile delinquency. Understand strengths and shortcomings of the theories in terms of their ability to explain delinquency.
3. Identify the social correlates of delinquency and understand how they are linked to delinquency.
4. Understand the organization of the juvenile justice system and best practices in regards to preventing/reducing delinquency.
5. Improve your ability to articulate your thoughts about course material during discussions and in written assignments.
6. Develop the ability to extend and apply course material beyond the examples provided in lecture.
7. Develop analytical and critical thinking skills that help you to process and respond to current events.



## Teaching Philosophy

I believe that the learning experience for a course like Juvenile Delinquency is best facilitated through a combination of lecture, in-class participation, short writing assignments and out-of-class discussion responses. Assuming that students will have read and carefully considered the material assigned for a given class period, I will summarize and review what I believe to be the high points, however students will be responsible for all assigned reading including that not covered in class. It is the student's responsibility to raise questions and I will welcome them.

## Required Materials

**Siegel and Welsh. Juvenile Delinquency: The Core. 6<sup>th</sup> Edition.** Available online (amazon) for rent or purchase. I suggest renting which still allows you to write/highlight the text (or renting electronically). Please see me if you have difficulty acquiring the text. [Currently, 07/23/2019 \$22 to rent on amazon). **YOU DO NOT NEED MINDTRAP**

**Newspaper articles posted to Carmen.** These will be the basis for your Carmen discussion posts (more information below).

**NOTE: University guidelines specify that a 3-credit hour course should require the average student in the course to spend an average of 9 total hours per week, including both in-class and out-of-class work. What this means is that out-of-class readings and writing assignments are critically important for both your grade and overall success in the course. Readings should be completed prior to the class period under which they are listed.**

**OTHER COURSE REQUIREMENTS: A mobile device or laptop with web access or a mobile phone with texting ability and a free account with Top Hat (see below).**

**Top Hat Clicker Technology:** To facilitate discussion in a large lecture and to register class attendance, the instructor will utilize clicker technology to ask questions during class. Top Hat is a student response, web-based system. Instructors can use Top Hat to poll students, ask discussion prompts, present lecture material and track attendance. Students can respond to Top Hat questions and prompts using the devices they already own. There are both browser-based and app options:

- 1) Web browsers - Available on all internet-connect laptops, desktop, tablets and smartphones.
- 2) Mobile devices - There are Android and IOS applications available.
- 3) SMS response (texting) - You can text in answer responses.

**Each student is required to sign up for a tophat account. Top Hat Join code for class: 049450**

For an overview of how students sign up for their account and other information on using Top Hat please see: <https://resourcecenter.odde.osu.edu/top-hat/using-top-hat-students#overview>

**Carmen participation: For this course, you will need to regularly access Carmen.** Check this site regularly for course updates and assignments.

## Course Requirements and Grading

- 1. Class Participation** (15% grade): Based on attending class and responding to lecture materials by utilizing the clicker technology. *I will consider it academic misconduct by both students if you use a clicker for another student not attending class—there are ways to identify this so DON'T do it.*
- 2. Carmen Assignments** (20% grade): To receive Carmen participation points, students are required to address discussion questions posted under assignments in Carmen. These questions are based on your reading of Juvenile Delinquency: The Core and corresponding newspaper articles (posted in Carmen). Throughout the class, you must answer **10** of the 13 assigned discussion questions. Answers must be thoughtful and comprehensive and written in complete sentences and paragraphs. Answers must be posted at least before the start of class on the day that the assigned reading is due. For example, the reading for Chapter 1 is due by **Aug 23**, so to answer the corresponding Ch. 1 discussion question in Carmen, you must post your answer before class (**by 11:00am**) on Aug 23. Please post your response to Carmen. Answers need to be in complete paragraphs and include four or more sentences to receive full credit.

**How to post responses to discussion questions in Carmen:** In Carmen, under assignments, click on Discussion questions. Next, select “Chapter 1 Discussion Question.” In the top right, a red button should appear that reads “Submit Assignment.” When you select this button, a text box will appear where you can either type your response or copy-paste your response from a Word document. I suggest typing in Word first so that you have a saved copy in case the internet tab closes before you have submitted. If you have any problems or questions please contact the class TA.

- 3. In-class “quick” discussion papers** (25% grade): To receive discussion paper points, you must write a 2 page discussion paper in-class responding to a question presented by the instructor. These assignments will be randomly assigned throughout the semester. To receive full credit, you must present a coherent and thoughtful response to 5 of the questions presented over the semester.
- 4. Exams** (40% grade--2 exams 20% each): Two exams, a mid-term and non-cumulative final exam will be given. These exams will consist of multiple-choice, and true/false responses. Written verification of illnesses, deaths, and other extenuating circumstances are required for a make-up exam to be scheduled.

## Grading

The total number of points possible is 200.

A	93-100 %	B+	87-89 %	C+	77-79 %	D+	67-69 %
A-	90-92 %	B	83-86 %	C	73-76 %	D	60-66 %
		B-	80-82 %	C-	70-72 %		

\* Below is a schedule of the readings required for the course. You are expected to have read the assigned material prior to the class. Lectures will correspond with the material in the book, but will not review it in detail, so both reading and class attendance are important. It is the student's responsibility to get notes from another student (not from me) in the event of an absence. Note-taking in class is also **VERY** important. Exam questions will come from both the assigned readings and class lectures. This course schedule is subject to changes.

## Course Schedule

<u>Dates</u>	<u>Topic</u>	<u>Readings</u>
<b>Aug 21</b>	Introduction and Syllabus review	
Aug 23	Ch 1 Childhood and Delinquency	Ch 1
Aug 28	Ch 1 cont.	
Aug 30	Ch 2 Nature & Extent of Delinquency	Ch 2
Sept 04	Ch 2 cont.	
Sept 06	Ch 3 Individual Views of Delinquency	Ch 3
Sept 11	Ch3 cont.	
Sept 13	Ch 4 Sociological Views of Delinquency	Ch 4
Sept 18	Ch 4 cont.	
Sept 20	Ch 5 Developmental Views of Delinquency	Ch 5
Sept 25	Ch 5 cont.	
<b>Sept 27</b>	<b>Review for Midterm/optional class</b>	
<b>Oct 02</b>	<b><u>Midterm</u></b>	
Oct 04	Ch 6 Gender and Delinquency	Ch 6
Oct 09	Ch 6 cont.	
<b>Oct 11</b>	<b>NO Class Autumn Break</b>	
Oct 16	Ch 7 Family and Delinquency	Ch 7
Oct 18	Ch 7 cont.	
Oct 23	Ch 8 Peers/Gangs and Delinquency	Ch 8
<b>Oct 25</b>	<b>Guest Speaker-Gangs</b>	
Oct 30	Ch 9 Schools and Delinquency	Ch 9
Nov 01	Ch 9 cont.	
Nov 06	Ch 10 Drugs and Delinquency	Ch 10
Nov 08	Ch 10 cont.	
Nov 13	<b>Career Panel</b>	

Nov 15	<b>Guest Speaker</b>	
Nov 20	Ch. 11. Juvenile Justice and Corrections	Ch 11
Nov 22	Ch 11 cont.	
<b>Nov 27</b>	<b>No Class Thanksgiving</b>	
<b>Nov 29</b>	<b>No Class Thanksgiving</b>	
Dec 04	<b>Last Class—Video and last Class Discussion</b>	
<b>Dec 12</b>	<b><u>Final Exam</u> (12:00-1:45pm)</b>	

## Additional Course Resources and Policies

### Student Life Disability Services

Students requiring accommodations due to differing abilities should contact me directly. You should also register with the [Office for Disability Services](#) at 614-292-3307 or [slds@osu.edu](mailto:slds@osu.edu). University statement: The University strives to make all learning experiences as accessible as possible. Students who need reasonable accommodations based on a disability (including mental health, chronic or temporary medical conditions), should register with Student Life Disability Services. This office will determine what accommodations are appropriate/legally required. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Office of Student Life’s Counseling and Consultation Services (CCS)

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### The Office for Military and Veterans Services

Assists with all military and veterans’ services. Please contact the office at [milvets@osu.edu](mailto:milvets@osu.edu) or at 614-247-8387. Thanks for your service!

## **The Collegiate Recover Community (CRC)**

Assists students who are in or are seeking recovery from alcohol or drug addiction. The CRC can be reached at [recover@osu.edu](mailto:recover@osu.edu) or at 614-292-4527.

## **Diversity/Inclusion**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## **On Trigger Warnings**

If, in the course of your University education, you do not encounter ideas that are disturbing and make you uncomfortable, especially by challenging your pre-existing beliefs and assumptions about the world, then you are probably not doing it right.

However, I am sensitive to individual students' needs, especially students for whom prior traumatic experiences or mental health concerns make discussions (or viewing of in-class material) challenging. If you anticipate difficulty related to a particular course topic or find that you need to leave a lecture for this reason, please feel free to schedule a meeting with me to discuss your concerns.

## **My Expectations/Disclaimer**

While it is necessary to treat the syllabus as a contract between us, I also may make minor changes as necessary or based on class suggestions, though we will discuss any potential changes as class. As a student in this class, you can always expect that the TA (when there is one assigned) and I will treat you with respect. Furthermore, we (TA and I) will do our best to respond to emails within 48 hrs and to post grades in a timely manner. Last, I love talking with students about the course as well as your future plans. I hope to see all of you during my office hours or another scheduled time outside of class. If you are interested in an internship with a criminal justice agency, please see me (I can help with that also).

## **Religious Holidays**

Please notify me or the TA within the first week of class regarding any conflict between religious observance dates and course attendance.

## Late Assignments and Incompletes

Every assignment is due at the beginning of class unless otherwise noted. Late assignments will not be given full credit (without prior discussion with me) unless you have a documented illness or emergency. Please do not be afraid to talk with me if you cannot make a deadline or about any issue that may influence your ability to finish this course.

## Plagiarism and Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**What is plagiarism?** “The unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work” (dictionary.com). Plagiarism is unacceptable and will result in an automatic F on an assignment. It can easily be avoided by citing others’ words and ideas.

## Frequently Asked Questions

### **Do you offer extra credit (NO—but see below)**

I do not offer extra credit, so please do not ask. I understand that schedules and lives are complicated so I provide everyone with additional opportunities to complete class requirements. For instance, you only have to complete 5 of 7 in-class papers and 10 of 13 on-line carmen discussions. In addition, I provide a few opportunities to make up attendance/class participation points by attending and documenting optional lectures by outside speakers. I will report all of these opportunities to the class. Beyond this, I make no additional extra credit available (issues of equity and fairness mandate this). This means that if you complete more than 5 in-class papers or more than 10 carmen assignments, you will not receive extra credit.

### **How should I address the Instructor and TA (if there is a TA assigned to the course)?**

All email to instructors and TAs should be written in a professional. In all courses, you should use the instructor’s title as listed on the syllabus to address him/her. For this class, that would be: “Dear Professor Haynie” or “**Dear Dr. Haynie**” (not Dana, Mrs./Ms./Miss Haynie). In general, if you are unsure, start with Professor and let her/him correct you if needed.

**WHAT IF I MISS AN EXAM?** First, try not to miss exams. If you must miss an exam, please notify the Instructor and TA (if there is one assigned to the course) as soon as you know (in advance of the exam) and then send a reminder at least 1 week before the scheduled exam. We will work with and try to reschedule the exam earlier or later depending upon the reason for missing. If you are very ill on the day of the exam, notify the Instructor and TA (if there is one assigned) asap to let them know of your situation and why you will not be present for the exam. Otherwise, you will receive a grade of 0 for missed exams

**What if I need to miss class? Should I bring an excuse?** Please let me know in advance if your service, job, or extracurricular school events will result in you missing a class. If we know of these events in advance, we may be able to provide in/class participation points for the missed class (dependent upon the circumstances). If you miss more than 1 class over the entire semester as a result of being ill, you must bring a Drs. Note indicating the dates that the Dr. would like you to stay away from classes. Please discuss any other potential class conflicts with the Instructor and TA (if there is one assigned) as early as possible.

**Will you provide your lecture materials if I miss class?** No, however, simplified powerpoint presentations and descriptions of chapter objectives are always available on-line in Carmen. The powerpoint slides contain some, but not all of the materials covered in class. Some students find it helpful to download (or print) and bring the slides to class to fill in with additional material covered during lecture. Please make arrangements with a fellow student to discuss any other materials that were covered during your absence.

**Do you allow phones and laptops in class?** Yes, in fact, one or the other is required to earn class participation points. Please be respectful to everyone and turn ringers off, do not make/take phone calls while in class and use these devices only for class purposes (this does not include browsing social media sites, texting with others etc).

**For any other questions,** please do not hesitate to ask. If the question is about the course, please contact first, the course TA, if the course has one. If the TA cannot answer your question, she/he will follow-up with me. For all other questions (about careers, research, interns, and advice) do not hesitate to contact me (Professor Haynie: [Haynie.7@osu.edu](mailto:Haynie.7@osu.edu)).

**I look forward to our semester together and getting to know you. I hope that this will be a very informative, productive and interesting course. I always love suggestions for improving the course, or for additional course materials that illustrate class themes (videos, websites, movies, tv shows etc). Please e-mail these to me at: [Haynie.7@osu.edu](mailto:Haynie.7@osu.edu)**

***It's going to be a fantastic semester—thanks for joining me!!***  
***Professor Haynie***

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: Sociology 4511**

**Instructor: Jaclyn A. Bowe**

**Summary: Juvenile Delinquency**

<b>Standard - Course Technology</b>	<b>Yes</b>	<b>Yes with Revisions</b>	<b>No</b>	<b>Feedback/Recomm.</b>
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Office 365</li> <li>• Carmen</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Asynchronous lectures.</li> <li>• Carmen discussion boards</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All tech is readily accessible and available.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 <sup>rd</sup> party tools are used
<b>Standard - Learner Support</b>				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
<b>Standard – Accessibility and Usability</b>				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 <sup>rd</sup> party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia



				facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
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**Reviewer Information**

- Date reviewed: 7/12/21
- Reviewed by: Ian Anderson

**Notes: Looks good!**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>