Instructor: Kristin Gardner (johnsonk@ufl.edu)
Office Hours: Wednesday, 9:30 am – 11:30 am (Turlington 3347 and Chatroom function in Canvas)

Required Material: The text is: Siegel & Tracy. (2008). Juvenile Law: A Collection of Leading U.S. Supreme Court Cases. Upper Saddle River, NJ: Pearson. The text will be supplemented by cases and material that you can retrieve from the class website (or it will be sent via class e-mail list) and by video lectures.

Course Goals: 1. To introduce students to several areas of juvenile law (especially law affecting juveniles in the educational system and law regarding the juvenile courts and juvenile justice procedure). 2. To relate the law to policies. 3. To sharpen critical analysis by exposing students to case analysis. 4. To provide experience with analyzing and briefing legal cases and applying law to fact patterns.

Assignments, Testing, and Grading: The course is organized around six (6) modules.

Unit Quizzes. There will be three (3) timed multiple choice/true-false quizzes, each covering 2 of the 6 modules. There will be a series of videos for each module to help you with the quizzes. The first two (2) quizzes will be worth 45 points; the third quiz will be worth 40 points. Different forms of each quiz will be offered only at designated times. To discourage cheating and to protect the integrity of the exam material, the quizzes will only be available at these times.

You must choose one of the windows to open and complete. Your score will be the one you earn on the form you open first. The quizzes will NOT be cumulative, but each module will build on previous material. The quizzes are for assessment purposes; extra credit points will be built into them because we will not be able to hold class reviews of the quizzes and publishing the answers would expand the opportunity to cheat.

- Quiz 1 (over Modules 1 and 2) will be offered the morning of September 22 (opening at 9:00 a.m.) or the evening of September 26 (opening at 7:00 p.m.).
- Quiz 2 (over Modules 3 and 4) will be offered the morning of November 3 (opening at 9:00 a.m.) or the evening of November 7 (opening at 7:00 p.m.).
- Quiz 3 (over Modules 5 and 6) will be offered the morning of December 8 (opening at 9:00 a.m.) or the evening of December 12 (opening at 7:00 p.m.).

You will have 60 minutes from the time you open the quiz to complete each quiz (so long as you start it on time). The site itself will remain open an extra 30 minutes in case someone is a little late starting the quiz—the site will remain open from 9:00 a.m. to 10:30 a.m. (for morning quiz) or 7:00 p.m. to 8:30 p.m. (for evening quiz).

Briefs. There will be two graded briefs, both using a stylized format provided to the class. One will take the form of a short paper take-home assignment (worth 10 points) that you will have time to prepare and consider. It will be due September 5. The other will be a timed brief (worth 20 points) with different cases offered only at designated times. You must choose one of the windows to open the case and brief it. (I cannot allow the windows to remain open for longer periods or the case may be leaked to others, giving them an unfair advantage.) One case will open on the evening of September 13 (at 7:00 pm); the other on the morning of September 15 (at 9:00 am). You must complete the case you open first.

Law Applications to Fact Patterns. Applying law to fact situations is crucial to legal analysis. There will be a timed law-school type hypothetical essay exam worth 20 points dealing with cases from the third unit (which is modules 5 and 6). Different forms of the fact pattern will be offered only at designated times. You must choose one of the windows to open the hypothetical fact pattern and write an essay applying law to it. The first will open
on the evening of November 29 (at 7:00 pm); the second on the morning of December 1 (at 9:00 am). You must complete the hypothetical you open first.

**Discussion Postings.** There will be two discussion postings. One is an introductory “get-to-know-your-class” posting (with responses to two others’ postings) worth 5 points. The original post will need to be made by September 1; responses no later than September 5. The other will be a topic discussion posting on parental responsibility laws (with responses to two other class members’ postings). It will be worth 10 points. The original post will be due by October 3; the responses will be due by October 10.

**Syllabus Quiz.** There will be a syllabus quiz (worth 5 points) that you must take to start the course (and before you can proceed through the course). The deadline is September 5, but since your first discussion posting and your first (take-home) case brief are due by September 5, you will want to do this earlier.

**Make-ups.** Make-up quizzes or assignments will be allowed only if a legitimate reason is documented. You must provide me with the proper, verifiable documentation for missed quizzes or assignments and notify me ahead of time, or shortly thereafter (within 24 hours), if a make-up will be necessary. Please do not schedule appointments or meetings with other professors, doctors, academic advisors, etc. during scheduled quiz/assignment times, as such activities will not constitute legitimate absences unless within the medical emergency realm. Please notify me about conflicts as soon as you can.

**Grading Scale:** The final grading scale (based on total points earned in the class) is provided for you below. Because of possible extra credit points (built into assignments or offered at my discretion), calculate your own percentages; those generated in Canvas will be too low. You may contact me at any time for assistance on calculating your current grade in the course.

**Final Grading Scale (Total Points in the Class)**

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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>200-180</td>
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<tr>
<td>B+</td>
<td>179-173</td>
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<tr>
<td>B</td>
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<td>C+</td>
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<td>D+</td>
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<td>D</td>
<td>132-120</td>
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<td>F</td>
<td>119-0</td>
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*There will be no curve in this class. And this is the final grading scale. If you get a total number of points ending in .5 (e.g. 179.5), I will round up your score to the next whole digit if it affects your final letter grade. If you barely miss a grade you wanted, I will NOT make arrangements with you to “boost” your grade. Consistency across students is important, so do not ask me to give you options that are not available to the entire class.

**Student Rights and Responsibilities:** Please inform yourself regarding your rights and responsibilities, including academic honesty guidelines, formal and informal procedures for hearing academic dishonesty cases, the grievance procedure, and confidentiality of student records.

See generally: [http://www.registrar.ufl.edu/catalog/policies/students.html](http://www.registrar.ufl.edu/catalog/policies/students.html). See also: [http://www.dso.ufl.edu/sccr/](http://www.dso.ufl.edu/sccr/).

According to university rules, on all work submitted for credit by students at the university, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."** Online instruction has to structure graded work differently and we must be careful about academic dishonesty—one cheating scandal and everyone loses. DO NOT CHEAT! Note that all graded work is to be completed individually—these are not group activities. Some graded activities are timed and you must do the work during limited windows when the timed exercises are open, so **LOOK AT THE SCHEDULE AND**
COMPARE IT WITH YOURS. IF YOU CANNOT DO THE WORK DURING ONE OF THOSE SCHEDULED WINDOWS, CONSIDER DROPPING THE CLASS. (A scheduled vacation with your family is not legitimate grounds for missing a timed graded exercise). I know you can retrieve information; this course is about analyzing information that is available from class materials. Therefore, the assignments are structured in ways to encourage analysis rather than retrieval. Hence, the stylized forms for some graded exercises.

Student records are confidential. Only information designated “UF directory information” (see University Regulation 6C1-4.007) may be released without your written consent. UF views each student as the primary contact for all communication. If parents (or others) contact me about grades or any information that is not “UF directory information,” I will ask them to contact you. Students requesting classroom accommodation for disabilities must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations. Please submit your accommodation requests before the third week of class so there is time to adjust. The Dean of Students Office is located in 202 Peabody Hall. Once approved, please provide me with the written documentation of your required accommodations (I do not need documentation of your disability, just your accommodations).

Communications: E-mail is the best way to touch base with me if you cannot make it to my office hours. You can *usually* expect a response from me within 24 hours (48 hours if it is the weekend or a holiday break) after e-mailing me, assuming the message was received. Messages are not completed communications until they are received. If you leave an important message, follow up on it to make sure it has been received. To be sure e-mails get through the filters and that they are given priority, USE YOUR UF E-MAIL AND THE MAIL FUNCTION IN CANVAS; it will keep class-related exchanges organized and in one place. It is your responsibility to follow up with me if you do not get a response within 48 hours. I will also e-mail and/or send announcements to the class at times with information. It is your responsibility to check your e-mail account the university has for you (and thus the one that I will use) is the e-mail account that you regularly check.

I reserve the right to modify this syllabus, the dates, assignments, and the grading scale at any time, as this is only a tentative outline for this class. However, I intend on holding you to the standards of academic integrity, student conduct, and other general student responsibilities that are outlined above.

Tentative Outline and Schedule (with Lectures and Reading Assignments)

**MODULE 1. JUVENILE LAW AS PART OF A LEGAL SYSTEM (Aug. 22 – Sept. 5)**

I. Introduction to Components of Legal Systems  
   A. Law and Legal Systems *(canvas)* 8/24  
   B. Lecture: Introduction to Legal Systems; Juvenile Law & the Legal System *(canvas)* 8/24

II. Judicial Overlay and the Constitution  
   A. *Marbury v. Madison* *(canvas)* 8/24  
   B. Basics of Briefing a Case *(canvas)* 8/24  
   C. The 14th Amendment and Due Process (NOTE: 5th Amendment due process clause too)  
      1. Lecture: An Overview of Due Process *(canvas)* 8/27  
      2. The Scottsboro Boys case (youtube Emory University video):  
         [http://www.youtube.com/watch?v=TmsYLmqx3wg](http://www.youtube.com/watch?v=TmsYLmqx3wg) 8/27  
6. Bill of Rights (locate and read the first 10 amendments on your own) 8/29
7. Breed v. Jones (1975) (pp. 76-86 in text) 8/29

III. The 14th Amendment and Equal Protection
A. Lecture: An Overview of Equal Protection (canvas) 8/31
   1. Craig v. Boren (1976) (Canvas) 8/31

IV. Civil Procedure, Causes of Action, Remedies and Appeals
A. Lecture: Civil Procedure, Causes of Action, Remedies, and Appeals (Canvas) 9/3
   1. Kaci (Canvas) 9/3
   2. Bivens (Canvas) 9/3

MODULE 2: CONSTITUTIONAL LAW AND JUVENILES IN THE EDUCATION SYSTEM (Sept. 5-22)

I. Due Process and Equal Protection Issues
A. Lecture: Equal Protection Applied to Public Schools (canvas) 9/5
B. Lecture: Due Process in Public Schools (canvas) 9/7
   1. Chapter 10 (textbook) 9/7
      a. Goss v. Lopez (1975)
      b. Ingraham v. Wright (1977)

II. First Amendment Issues
A. Lecture: First Amendment Rights and Religion (canvas) 9/10
   1. Chapter 8 (textbook) 9/10
      a. Engel v. Vitale (1962)
B. Lecture: First Amendment Rights and Free Speech (Canvas) 9/12
   1. Chapter 9 (textbook) 9/12

**TIMED BRIEF: complete 9/13 OR 9/15**

III. Fourth Amendment Issues
A. Traditional Search and Seizure Approaches—Mincey v. Arizona (part I) (Canvas) 9/14
B. Lecture: Fourth Amendment Search and Seizure Rights in Public Schools (Canvas) 9/14
   1. Chapter 11 (textbook) 9/14
      b. Contrast with Ferguson v. City of Charleston (2001) (Canvas)
C. Lecture: Fourth Amendment Rights and Drug Testing in Public Schools (Canvas) 9/17
1. Chapter 12 (textbook) 9/17

**UNIT QUIZ 1: complete 9/22 OR 9/26**

MODULE 3: THE SEPARATE JUVENILE COURT (Sept. 24 – Oct. 3)

I. The Juvenile Court—A Separate Justice System
   A. Lecture: Introduction to the Juvenile Court (Canvas) 9/24
      1. Gardner & Lanza-Kaduce: “Putting the Processing of Juvenile Offenders into Context” (Canvas)
   B. Lecture: Jurisdictional Issues (Canvas) 9/28
      1. In re William A. (1988) (Canvas) 9/26
      3. In re Edwin R. (1971) (Canvas) 9/26
      4. D.C. v. BJR (1975) (Canvas) 9/26
      5. Martarella v. Kelley (1972) (Canvas) 9/26
   C. Statutory Underpinnings
      1. Lecture: The Illinois Juvenile Court Act of 1899 (Canvas) 10/1
         a. Chapter 1 (textbook) 10/1
      2. Lecture: Washington’s Juvenile Court Act of 1994 (Canvas) 10/1
         a. Washington Juvenile Justice Act (Canvas) 10/1
      3. Lecture: Jail Removal and Federal Law (Canvas) 10/3
         a. JJDPA Overview (Canvas) 10/3

   **Parental Responsibility Discussion (due 10/3)**

MODULE 4: THE DUE PROCESS REVOLUTION (Oct. 5 – Nov. 3)

I. The Due Process Revolution
   A. Lecture: Kent and Transfer (Canvas) 10/5
   B. Lecture: In re Gault (Canvas) 10/8
      1. In re Gault (1967) (pp. 24-52 in text) 10/8
   C. Lecture: Extending and Limiting the Revolution (Canvas) 10/12
      1. Chapters 3 and 4 (textbook) 10/10

II. Self-Incrimination Issues and 5th Amendment Miranda and 6th Amendment Counsel Issues
   A. Lecture: Self-Incrimination (Canvas) 10/22
      2. Boykin v. Alabama (1967) (Canvas) 10/17
      4. Mincey v. Arizona (part 2) (Canvas) 10/17

B. Lecture: Applying Self-Incrimination Standards to Juveniles (canvas) 10/24
   1. Chapter 5 (textbook) 10/22
      a. Fare v. Michael C. (1979)
      d. JDB v. NC. (2012) (canvas) 10/24

C. Returning to the 4th Amendment and Juveniles
   1. State v. Lowry (1967) (canvas) 10/26
   4. Lecture: Search and Seizure Outside of Schools (canvas) 10/29

**UNIT QUIZ 2: complete 11/3 OR 11/7**

MODULE 5: PRETRIAL JUVENILE COURT PROCEDURES (Nov. 5-21)

I. Pretrial Issues
   A. Lecture: Pretrial Detention and Preventive Rationales (canvas) 11/7
      1. Chapter 6 (textbook) 11/5
   B. Lecture: Pretrial Identifications (canvas) 11/12
   C. Lecture: Pretrial and Probable Cause and Counsel (canvas) 11/114
      2. Review of probable cause (Gerstein v. Pugh (1975) (canvas) 11/14
   D. Lecture: Plea Bargaining and the Obligation to “Do Justice” (canvas) 11/19
      1. Santobello v. NY (1971) (canvas) 11/16

MODULE 6: TRIAL AND SENTENCING ISSUES (Nov. 26 – Dec. 5)

I. Trial Issues
   A. Lecture: Confrontation at Trial (canvas) 11/26
   B. Right to Present a Defense?

**LAW SCHOOL HYPOTHETICAL: complete 11/29 OR 12/1**
II. Sentencing
   A. Lecture: Sentencing and Graduated Sanctions (canvas) 11/28
      1. Johnson et al. (canvas) 11/28
   B. Lecture: The Death Penalty and Juveniles (canvas) 12/3
      1. Chapter 7 (textbook) 11/30
   C. Lecture: Juveniles and Life without Parole (canvas) 12/5
      1. Video link: http://www.pbs.org/wgbh/pages/frontline/whenkidsgetlife/ 12/3

   **UNIT QUIZ 3: complete 12/8 OR 12/2**

   ALL DONE!!!