

JUS 331: Final Project Guidelines and Grading Guide

Overview

The final project for this course is the creation of a **Case Study Analysis**.

The juvenile justice system is truly unique compared to the adult offender system. Juvenile offenders have distinctive arrest and hearing procedures compared to adult offenders. It is important to understand the process and constitutional rights to effectively navigate the juvenile process as a law enforcement officer, a case manager, a judicial clerk, an attorney, a judge, or a probation officer. As a professional working in law enforcement at any level, it is critical to understand the procedures that control legal situations.

In this assignment you will demonstrate your mastery of the following course outcomes:

Analyze the judicial processes as they apply to juvenile and adult offenders in the federal and state systems apply the constitutional rights afforded to juvenile offenders for creating effective legal arguments

Analyze the evolution of juvenile court philosophy and procedure for informing the advancement in critical protections for juveniles Assess different options available in juvenile court for informing approaches that reflect fair disposition

Case Study

Jack and Diane are each 13 years old and are best friends. On September 12, 2012, Jack asked Diane to meet at Moe's Convenience Store. While in the store, Jack steals three packs of gum and a candy bar. Jack hands Diane two boxes of candy to place in her purse. Diane places the candy in her purse. The store owner, Moe, notices Diane place items in her purse. As Jack and Diane exit the store, Moe calls their names and runs after them. Jack pushes Moe to the ground and exits with Diane.

Moe calls the police and reports the theft. The police apprehend Jack and Diane a few blocks away from the store. The police only retrieve the boxes of candy from Diane but not the packs of gum nor the candy bar taken by Jack. The police escort Jack and Diane to the police station where they question them for two hours regarding the theft. Diane confesses her and Jack's role in the theft. Jack denies any wrongdoing. The police charge Jack and Diane with theft and also charge Jack with simple assault. Their hearings are within the state mandated time after they are petitioned to appear in the local juvenile court.



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Prompt

A case study allows you to evaluate the situation with your course knowledge, regardless of your position in the juvenile justice system, and provides a hands-on approach with juvenile justice. In the case study, you will receive a specific fact pattern that involves the charging and the initial hearing process for a juvenile offender. You will assume the roles of an attorney and law enforcement officer in evaluating the juvenile offender's rights during arrest, the hearing process, and the appropriate options available to enforce upon the juvenile offender.

The project is divided into **three milestones**, which will be submitted at various points throughout the course to scaffold learning and ensure quality final submissions. These milestones will be submitted in **Modules Two, Three, and Five. The final submission will occur in Module Seven.**

Specifically, the following **critical elements** must be addressed:

I. Preparing a Case

- A. What information would you want to know as a **sentencing judge** in Jack and Diane's case? Provide a rationale for each choice.
- B. Explain how Jack and Diane will be treated as **juvenile offenders** as compared to adult offenders. Why?
- C. Why is it important to treat **juveniles** who commit offenses differently than adults?
- D. Describe how **juveniles** who commit offenses have **historically** been treated differently than adults. Why has this view evolved?
- E. Explain the **due process rights** afforded to Jack and Diane during the hearing process. Provide rationale for the evolution of the due process rights.
- F. Determine possible **court-ordered options** for Jack and Diane, defending your response.

II. Jack's Case

- A. Were Jack's due process and constitutional rights violated during **the investigation** process? Explain your arguments.
- B. Were Jack's due process and constitutional rights been violated during the **hearing process**? Explain your arguments.
- C. If you were the **defense** attorney, what arguments would you make in defense of Jack? Defend your response.
- D. If you were the **prosecutor**, what arguments would you make in prosecution of Jack? Defend your response.
- E. Describe how Jack's case would have been handled differently in the **federal system**. How would the process be different?
- F. Determine what would be an appropriate **court-ordered option** for Jack. Explain why this option is appropriate.

BI. Diane's Case

- A. Were Diane's due process and constitutional rights violated during **the investigation** process? Explain your arguments.
- B. Were Diane's due process and constitutional rights violated during the **hearing process**? Explain your arguments.
- C. If you were the **defense** attorney, what arguments would you make in defense of Diane? Defend your response.
- D. If you were the **prosecutor**, what arguments would you make in prosecution of Diane? Defend your response.
- E. Would Diane's case have been handled differently in the **federal system**? How would the process be different?
- F. What would be an appropriate **court-ordered option** available based on the fact pattern from the defense attorney and prosecutorial perspectives?

Milestones

Milestone One: Draft of Preparing a Case

In **2-2**, you will submit a one-two page draft of the section, **Preparing a Case**. Milestone One relates to the information you learned in Module One and Two about the roles of actors in juvenile cases as opposed to adult cases. A legal professionals' due diligence includes doing research on an assigned case. Research can involve seeking out historical context as well as current standards and guidelines. You will provide background that would assist a sentencing judge, examine the differences between the juvenile and adult court systems, offer historical context on Jack and Diane's case, and consider due process rights and court-ordered options. **This Milestone is graded with the Milestone One Rubric.**

Milestone Two: Draft of Jack's Case

In **3-2**, you will submit a one-two page draft of **the section, Jack's Case**. While in Milestone One, you will focus on background research for both Jack and Diane's case, in Milestone Two, you will concentrate on Jack's case by considering the role of law enforcement, the defense attorney, and the prosecutor. You will determine if Jack's due process and constitutional rights were maintained throughout his arrest and sentencing. You will analyze how Jack's case would have handled differently in the federal system. And lastly, you will recommend and justify an appropriate court-ordered option for Jack. **This Milestone is graded with the Milestone Two Rubric.**

Milestone Three Draft of Diane's Case

In **5-2**, you will submit a one-two page draft of the section, **Diane's Case**. In Milestone Three, you will address Diane's case by considering the role of law enforcement, the defense attorney, and the prosecutor. You will determine if Diane's due process and constitutional rights were maintained throughout his arrest and sentencing. You will analyze how Diane's case would have handled differently in the federal system. And lastly, you will recommend and justify an appropriate court-ordered option for Diane. **This Milestone is graded with the Milestone Three Rubric.**

Final Submission: Case Study Analysis

In **7-2**, you will submit your **Case Study Analysis**. It should be a complete, polished artifact containing **all** of the critical elements of the final product. It should reflect the incorporation of feedback gained throughout the course. **The Final Submission will be graded using the Final Product Rubric.**

Deliverables

Milestone	Deliverable	Module Due	Grading
One	Draft of Preparing a Case	Two	Graded separately; Milestone One Rubric
Two	Draft of Jack's Case	Three	Graded separately; Milestone Two Rubric
Three	Draft of Diane's Case	Five	Graded separately; Milestone Three Rubric
	Final Submission: Case Study Analysis	Seven	Graded separately; Final Product Rubric

Final Product Rubric

Guidelines for Submission: Your case study analysis must follow the following guidelines: 4-5 pages, 12-point Times New Roman font, and APA guidelines for formatting and citations.

Critical Elements	Exemplary (100%)	Proficient (85%)	Needs Improvement (55%)	Not Evident (0%)	Value
Preparing a Case: Sentencing Judge	Meets “Proficient” criteria and choices are well supported with connections to the process	Determines what information a sentencing judge would want to know about Jack and Diane’s case, and provides rationales for each choice	Determines what information a sentencing judge would want to know about Jack and Diane’s case, but does not provide rationales for each choice	Does not determine information a sentencing judge would want to know	5.3
Preparing a Case: Juvenile Offenders	Meets “Proficient” criteria and cites specific, relevant examples	Explains how Jack and Diane will be treated as juvenile offenders as compared to adult offenders, and explains why	Explains how Jack and Diane will be treated as juvenile offenders as compared to adult offenders, but does not explain why	Does not explain how Jack and Diane will be treated	5.3
Preparing a Case: Juveniles	Meets “Proficient” criteria and description is exceptionally clear and contextualized	Describes how juveniles who commit crimes are treated differently than adults, including why it is important to treat juveniles differently	Describes how juveniles who commit crimes have been treated differently than adults, but does not include why it is important to treat juveniles differently	Does not describe how juveniles who commit crimes are treated differently	5.3
Preparing a Case: Historical Treatment of Juveniles	Meets “Proficient” criteria and description is exceptionally clear and contextualized	Describes how juveniles who commit crimes are treated differently than adults, including why the view has evolved over time	Describes how juveniles who commit crimes are treated differently than adults, but does not include why the view has evolved over time	Does not describe how juveniles who commit crimes have historically treated differently	5.3

Preparing a Case: Due Process Rights	Meets “Proficient” criteria and cites scholarly research that is aligned with rationale	Explains the due process rights afforded to Jack and Diane during the hearing process and provides rationale for the evolution of the due process rights	Explains the due process rights afforded to Jack and Diane during the hearing process, but does not provide rationale for the evolution of the due process rights	Does not explain the due process rights afforded to Jack and Diane	5.3
Preparing a Case: Court-Ordered Options	Meets “Proficient” criteria and uses industry-specific language to establish expertise	Determines possible punishments for Jack and Diane, and defends response	Determines possible punishments for Jack and Diane, but does not defend response	Does not determine punishments available for Jack and Diane	5.3
Jack’s Case: The Investigation	Meets “Proficient” criteria and arguments are supported with specific examples from the case study	Explains if Jack’s due process and constitutional rights were violated during the investigation process and explains arguments	Explains if Jack’s due process and constitutional rights were violated during the investigation process, but does not explain arguments	Does not explain if Jack’s due process and constitutional rights were violated during the investigation process	5.3
Jack’s Case: Hearing Process	Meets “Proficient” criteria and arguments are supported with specific examples from the case study	Explains if Jack’s due process and constitutional rights were violated during the hearing process and explains arguments	Explains if Jack’s due process and constitutional rights were violated during the hearing process, but does not explain arguments	Does not explain if Jack’s due process and constitutional rights were violated during the hearing process	5.3
Jack’s Case: Defense	Meets “Proficient” criteria and cites scholarly research that is aligned with arguments	Establishes arguments that could be used in defense of Jack, and defends response	Establishes arguments that could be used in defense of Jack, but does not defend response	Does not establish defense arguments for Jack	5.3
Jack’s Case: Prosecution	Meets “Proficient” criteria and cites scholarly research that is aligned with arguments	Establishes arguments that could be used in prosecuting Jack, and defends response	Establishes arguments that could be used in prosecuting Jack but does not defend response	Does not establish prosecuting arguments for Jack	5.3
Jack’s Case: Federal System	Meets “Proficient” criteria and description is exceptionally clear and contextualized	Describes how Jack’s case would have been handled differently in the federal system, including how would the process be different	Describes how Jack’s case would have been handled differently in the federal system, but does not include how the process would be different	Does not describe how Jack’s case would have been handled differently in the federal system	5.3
Jack’s Case: Court-Ordered Option	Meets “Proficient” criteria and draws specific connections between offenses and court-ordered options	Determines what would be an appropriate punishment, and explains why it is an appropriate court-ordered option	Determines what would be an appropriate punishment but does not explain why the court-ordered option is appropriate	Does not determine an appropriate court-ordered option	5.3

Diane's Case: The Investigation	Meets "Proficient" criteria and arguments are supported with specific examples from the case study	Explains if Diane's due process and constitutional rights were violated during the investigation process and explains arguments	Explains if Diane's due process and constitutional rights were violated during the investigation process, but does not explain arguments	Does not explain if Diane's due process and constitutional rights were violated during the investigation process	5.3
Diane's Case: Hearing Process	Meets "Proficient" criteria and arguments are supported with specific examples from the case study	Explains if Diane's due process and constitutional rights were violated during the hearing process and explains arguments	Explains if Diane's due process and constitutional rights were violated during the hearing process, but does not explain arguments	Does not explain if Diane's due process and constitutional rights were violated during the hearing process	5.3
Diane's Case: Defense	Meets "Proficient" criteria and cites scholarly research that is aligned with arguments	Establishes arguments that could be used in defense of Diane, and defends response	Establishes arguments that could be used in defense of Diane, but does not defend response	Does not establish defense arguments for Diane	5.3
Diane's Case: Prosecution	Meets "Proficient" criteria and cites scholarly research that is aligned with arguments	Establishes arguments that could be used in prosecuting Diane, and defends response	Establishes arguments that could be used in prosecuting Diane, but does not defend response	Does not establish prosecuting arguments for Diane	5.3
Diane's Case: Federal System	Meets "Proficient" criteria and description is exceptionally clear and contextualized	Describes how Diane's case would have been handled differently in the federal system, including how would the process be different	Describes how Diane's case would have been handled differently in the federal system, but does not describe how would the process be different	Does not describe how Diane's case would have been handled differently in the federal system	5.3
Diane's Case: Court-Ordered Option	Meets "Proficient" criteria and draws specific connections between offenses and court-ordered options	Determines what would be an appropriate court-ordered option based on the fact pattern from the defense attorney and prosecutorial perspectives	Determines what would be an appropriate court-ordered option based on the fact pattern from the defense attorney or prosecutorial perspectives, but not both	Does not determine an appropriate court-ordered option	5.3
Articulation of Response	Submission is free of errors related to citations, grammar, spelling, syntax, and organization and is presented in a professional and easy to read format	Submission has no major errors related to citations, grammar, spelling, syntax, or organization	Submission has major errors related to citations, grammar, spelling, syntax, or organization that negatively impact readability and articulation of main ideas	Submission has critical errors related to citations, grammar, spelling, syntax, or organization that prevent understanding of ideas	4.6
Total					100%