



**JUVENILE LAW 447§A**  
**Professor Elizabeth N. Jones**  
**enjones@wsulaw.edu**

**Spring 2021**  
**Th 10:30 am – 1:40 pm**

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**REQUIRED TEXT**

Students must enroll in the Lexis Classroom page titled “Juvenile Law-447A-Spr21-Jones” with PassCode: **R7AJRB**

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**ONLINE EXPECTATIONS & REQUIREMENTS**

This semester WSCL courses will continue to be held online. Thus, you will learn about juvenile law and how to write to satisfy the upper level writing requirement (ULWR) through methods that are both synchronous (Zoom sessions) and asynchronous (e.g., multimedia & PowerPoint slides; grammar, spelling, research, citation, ...).

Zoom should be treated like an “in-person” class; with that said, the faculty voted to approve the following procedures:

- ◆ Sign into Zoom with your name used to register for class. If you prefer to be called by a different name you may rename yourself in Zoom using the following format: “PreferredName (FirstName) LastName”
- ◆ Arrive to class early. Be prepared and dressed as you would for an in-person class.
- ◆ Your camera must be turned on and must remain on for the duration of the class. Your microphone must be muted and remain muted unless otherwise directed.
- ◆ Do not post screenshots or recordings from any Zoom classes on social media. Our screen time together will be awkward enough without memorializing it forever in time. And even more importantly, such actions would constitute a violation of the Student Honor Code.

- ◆ If you have to miss a Zoom session, or arrive late or leave early, please email me in advance as you would for an in-person class. Keep in mind that it may be hard for me to see if students are in the Zoom “waiting room” while I am teaching, so your timely arrival is much appreciated.
- ◆ If you have connectivity issues, whether long-term or short-term, that impact your ability to participate (e.g., if you are limited to dial-in without video) let me know so we can explore other accommodations if necessary.

## **COURSE DESCRIPTION**

This class provides an overview to the juvenile justice process. It examines the philosophical and practical justifications for treating children in the legal system differently than adults. And it explores various ways in which lawyers represent kids in court (e.g., defending or prosecuting juveniles as delinquents in criminal & juvenile court; defending or prosecuting abused or neglected juveniles in dependency court; resolving issues in family court such as custody, the termination of parental rights, and adoption, ...).

## **ATTENDANCE, GRADES, & UPPER LEVEL WRITING REQUIREMENT**

Class attendance is important, and it is mandatory. Students who miss more than two (2) class sessions are subject to administrative dismissal from the course per the WSCL Attendance Policy (reprinted in the Student Handbook).

This class satisfies the Western State College of Law upper level writing requirement (ULWR), and follows guidelines established by the American Bar Association. Each student will earn a numeric grade for the course. The final course grade consists of a draft (20%), P&P (participation & professionalism) (20%), and a 15-18 page research paper (60%).

You will work on the paper throughout the semester. In a WSCL ULWR course, you must earn a 2.0 or higher to obtain ULWR credit.

## **PARTICIPATION, PROFESSIONALISM, & PREPARATION**

**Participation & Professionalism (P&P):** Success in law school involves an active learning environment. While learning exclusively online may not allow for the most effective engagement, Zoom classes should not be considered the same as passively watching YouTube or Netflix. For volunteer participation, quality is valued over quantity, and all views are welcome. 20% of your final course grade will be based on the quality and quantity of your contributions to class discussions, attendance, punctuality, conduct during class time, a presentation of the juvenile law topic you have chosen for your paper, and overall professionalism.

You may not record this class without my prior approval. Students in violation of these policies may be referred to the Associate Dean for Academic Affairs.

**Outside Preparation:** You should anticipate that, on average, preparing for class (including researching for and writing your paper) will take you a minimum of two hours for every one hour of class time. To restate with specificity and at risk of redundancy: because Juvenile Law is a three-unit class, you should estimate your preparation for class to require six (6) or more hours outside of class to complete.

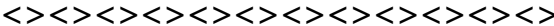
**LEARNING GOALS**

After completion of this course, students should be able to:

- ◆ Make legal and policy-based arguments.
- ◆ Evaluate legal arguments, including the ability to assess the strengths and weaknesses of particular rules and policies.
- ◆ Advocate, in both oral and written formats, the legal, economic, and social strengths and weaknesses of a rule or policy and use case law, statutes, and policy to persuade others.
- ◆ Understand the roles of California’s juvenile justice stakeholders.
- ◆ Appreciate the unique collaborative interplay of the justice partners within and outside of the juvenile justice system.

**OFFICE HOURS**

Spring 2021 Office Hours TBA



# SYLLABUS

## WEEK 1: Thursday January 21

Course Overview: The Relationship of Children to their Family & of the Family to the State  
ULWR: Selecting a Topic

## WEEK 2: Thursday January 28

Juvenile Delinquency: Crimes & Status Offenses  
ULWR: Writing a Thesis Statement

## WEEK 3: Thursday February 4

Juvenile Dependency: The Abuse & Neglect of Children  
ULWR: Formatting the Draft

## WEEK 4: Thursday February 11

4A & 1A Issues “at the Schoolhouse Gate”  
ULWR: Roadmaps & Parenthetical Citations

## WEEK 5: Thursday February 18

Limitations on the Autonomy of Minors: Alcohol, Tattoos, & Reproductive Rights  
ULWR: Work on Draft of Paper

## WEEK 6: Thursday February 25

When Moms & Dads Break Up: Custody, Support, Visitation, Adoption  
ULWR: The Importance of Proofreading

## WEEK 7: Thursday March 4

Student Presentations of Juvenile Law Topics (format TBD)

## WEEK 8: Thursday March 11

**Draft Due** no later than **Friday March 12 @ 1 PM PST** via email to [enjones@wsulaw.edu](mailto:enjones@wsulaw.edu)

## WEEK 9: SPRING BREAK



**Disability Services Statement:** Western State College of Law provides accommodations to qualified students with disabilities. The Disabilities Services Office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs, and activities at Western State College of Law. To seek reasonable accommodations, a student must contact Senior Assistant Dean Donna Espinoza, Student Services Director and Disabilities Services Coordinator, whose office is in the Student Services Suite #111. Dean Espinoza's phone number and email address are: (714) 459-1117; [despinoza@wsulaw.edu](mailto:despinoza@wsulaw.edu). When seeking accommodations, a student should notify Dean Espinoza of her or his specific limitations and, if known, her or his specific requested accommodations. Students who seek accommodations will be asked to supply medical documentation of the need for accommodation. Classroom accommodations are not retroactive but are effective only upon the student sharing approved accommodations with the instructor or professor. Therefore, students are encouraged to request accommodations as early as feasible with Dean Espinoza to allow for time to gather necessary documentation. If you have a concern or complaint in this regard, please notify Dean Espinoza, or please notify Dean Allen Easley at (714) 459-1168; [aesley@wsulaw.edu](mailto:aesley@wsulaw.edu). Complaints will be handled in accordance with the College of Law's "Policy against Discrimination and Harassment."

**Western State College of Law Programmatic Learning Outcomes:** Western State College of Law's curriculum is designed so that every student achieves a level of competency prior to graduation in each of the eight Programmatic Learning Outcomes listed below:

- (1) **Doctrinal Knowledge:** Students will demonstrate knowledge of substantive and procedural law in the core curriculum subjects, including Contracts, Criminal Law, Criminal Procedure, Torts, Real Property, Business Associations, Evidence, Civil Procedure, Constitutional Law, Estates, Community Property, Remedies, and Professional Responsibility.
- (2) **Practice Skills:** Students will demonstrate the development of other law practice skills. Each student's chosen outcomes within this category will be varied based on the student's particular interests, coursework and work experiences. They may include, but are not limited to, the following topics: oral presentation and advocacy; interviewing; counseling; client service and business development; negotiations, mediation, arbitration, or other alternate dispute resolution methods; advanced legal research and writing (excluding purely academic papers and the first four units earned in introductory first-year legal research and writing class); applied legal writing such as drafting contracts, pleadings, other legal instruments; law practice management or the use of technology in law practice; cultural competency; collaboration or project management; financial analysis, such as accounting, budgeting project management, and valuation; cost benefit analysis in administrative agencies; use of technology, data analyses, or predictive coding; business strategy and behavior; pre-trial preparation, fact investigation, such as discovery, e-discovery, motion practice, assessing evidence, or utilizing experts; trial practice; professional civility and applied ethics; a law clinic that includes a classroom component; or a legal externship that includes a classroom component.
- (3) **Legal Analysis:** Students will demonstrate the ability to identify the factual and legal issues implicated by a fact pattern and to appropriately use cases (including identifying the salient features of an appropriate precedent case, identifying legally significant similarities or differences between the precedent case and a fact pattern and explaining why those are legally significant) and rules (including the ability to connect legally significant facts in a fact pattern to the rule) to predict how a court would decide the issue. Students will also demonstrate the ability to identify and evaluate the public policies of a precedent case or rule and be able to evaluate how public policy can impact the application of a rule to the legal issue.
- (4) **Legal Research:** Students will demonstrate the ability to locate relevant legal authority using a variety of book and electronic resources, and to properly cite to such legal authority.
- (5) **Communication:** Students will demonstrate the ability to communicate both orally and in writing in a manner appropriate to a particular task to effectively convey the author or speaker's ideas. This includes audience sensitivity in written and oral communication (the ability to adopt a tone, style and level of detail appropriate to the needs, knowledge and expertise of the audience); and written communication basic proficiency (the ability to use the conventions of grammar, spelling, punctuation, diction and usage appropriate to the task and sufficient to convey effectively the author's ideas).
- (6) **Advocacy of Legal Argument:** Students will demonstrate the ability, in both oral and written formats, to evaluate the legal, economic and social strengths and weaknesses of a case and use case and statutory authority as well as public policy to persuade others. Making policy-based arguments includes the ability to identify and evaluate the public policies of a precedent case or rule and their implications, and be able to assert such appropriate arguments to support a particular application or distinction of a precedent case to a legal controversy or a particular resolution of the application of a rule to the legal controversy.
- (7) **Client Sensitivity and Cultural Competency:** Students will demonstrate an awareness of clients' needs and goals, including a sensitivity to clients' background and circumstances (including, but not limited to, socio-economic, gender, race, ethnicity, educational, disability and/or religious background(s)), the ability to make decisions that reflect an appropriate focus on those needs and goals, and awareness that cultural issues may affect the relevance of facts and application of the law.
- (8) **Legal Ethics:** Students will demonstrate the ability to identify ethical issues in law practice contexts and make appropriate decisions to resolve such issues.

**Requirements for Students in Zoom Sessions:**

- Find a dedicated quiet space to attend Zoom sessions, to minimize the chances that you will be disrupted during the session.
- Arrive to class early and dressed as you would to attend an in-person class.
- Your camera must be turned on for the duration of the class. If desired, you can use the background settings in Zoom to create an artificial background that blocks the view of your space while still allowing you to be seen on camera.
- Come prepared, as you would for an in-person class. Participation in Zoom classes is as important as it is during an in-person class session.
- Do not multitask – stay focused on the class discussion – do not wander in and out of the Zoom session.
- If you have to miss a Zoom session, or arrive late or leave early, notify the professor in advance, as you would for an in-person class.
- If you have connectivity issues, whether it be long-term or short-term, that impact your ability to participate (e.g., if you are limited to dial-in without video), notify your professor so other accommodations can be explored.
- Do not post screenshots or recordings of any Zoom classes on social media. Such actions would constitute a violation of the Student Honor Code. If you need access to a recording of the Zoom session, please contact your professor.