



# ILLINOIS VALLEY COMMUNITY COLLEGE

## COURSE OUTLINE

**DIVISION: Natural Sciences and Business**

**COURSE: CRJ 1030 Juvenile Delinquency**

Date: Fall 2022

Credit Hours:

*Complete all that apply or mark "None" where appropriate:*

Prerequisite(s): None

Enrollment by assessment or other measure?  Yes  No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor:  Yes  No

Delivery Method:  **Lecture**                      **3 Contact Hours** (1 contact = 1 credit hour)  
 **Seminar**                              **0 Contact Hours** (1 contact = 1 credit hour)  
 **Lab**    **0 Contact Hours** (2-3 contact = 1 credit hour)  
 **Clinical**                                      **0 Contact Hours** (3 contact = 1 credit hour)  
 **Online**  
 **Blended**  
 **Virtual Class Meeting (VCM)**

Offered:  **Fall**     **Spring**     **Summer**

**CATALOG DESCRIPTION and IAI NUMBER (if applicable):**

This course deals with juvenile offender theory and the etiology of deviant behavior. The juvenile justice system, sentencing practices, and alternative dispositions are also examined. **IAI Equivalent: CRJ 901**

## ACCREDITATION STATEMENTS AND COURSE NOTES:

None

## COURSE TOPICS AND CONTENT REQUIREMENTS:

See below

## INSTRUCTIONAL METHODS:

Assigned readings

Online Discussion Board with comprehensive instructor involvement

Use of current events

Audio-visual presentations

## EVALUATION OF STUDENT ACHIEVEMENT:

Read weekly readings.

Other reading assigned reading.

Participation in discussion board forum.

Research Paper

Written exams

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

## INSTRUCTIONAL MATERIALS:

### Textbooks

Bartollas, and Schmallegger, F. (2018). *Juvenile Delinquency*. New York, NY: Pearson.  
Current edition.

### Resources

Other outside readings as assigned- academic journal entries.

Professional Videos

## LEARNING OUTCOMES AND GOALS:

### Institutional Learning Outcomes

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

### Course Outcomes and Competencies

#### Outcome #1: Students will define the term juvenile delinquency.

Competency 1.1 Students will be able to define the term “status offender”.

Competency 1.2: Students will be able to define the term “chronic offender”.

Competency 1.3 Students will be able to define the term “delinquency”

Competency 1.4: Students will be able to define the term “juvenile”

Competency 1.5 Students will be able to define “criminal offender”

**Outcome #2: Students will be able to understand the scope of the juvenile delinquency problem.**

Competency 2.1: Students will be able to read the Uniformed Crime Report.

Competency 2.2: Students will be able to discuss the problems inherent in the UCR.

Competency 2.3: Students will be able to interpret the National Crime Victimization Survey.

Competency 2.4: Students will be able to identify the problems with the NCVS.

Competency 2.5: Students will be able to locate and understand the Juvenile Court Statistics.

Competency 2.6: Students will understand Self-Report Delinquency Studies.

Competency 2.7: Students will be able to appreciate the prevalence and incidence of delinquency and discuss the differences in prevalence and incidence based on gender, age, race, and socio-economic status.

**Outcome #3: Students will be able to explain the social, psychological, and biological causation theories of juvenile delinquency.**

Competency 3.1: Students will be able to discuss the positivist and classical schools of thought as related to crime.

Competency 3.2: Students will be able to understand and critique the biological theories of crime causation: including: Lombroso, Sheldon’s body type theory, Eugenics, Wilson and Herrnstein, and ADHD.

Competency 3.3 Students will be able to understand and critique the psychological theories of crime causation: including; psychoanalytic theory, behavioral theory, social learning theory, psychopathology, conduct disorders, and intelligence.

Competency 3.4: Students will be able to explain the strategies used by the juvenile justice system in attempt to prevent delinquency that have emerged from psychological theories of causation.

Competency 3.5: Students will demonstrate an understanding of the sociological theories of crime causation: including; social disorganization theory, social strain theory, social control theory, labeling theory, and conflict theory.

**Outcome #4: Students will gain an overview of the environmental and individual factors which may contribute to delinquency.**

Competency 4.1: Students will demonstrate an understanding of the possible role of the family in delinquency.

Competency 4.2: Students will be able to discuss the role the schools may play in the development of delinquency.

Competency 4.3: Students will be able to describe the gang problem in the United States.

Competency 4.4: Students will be able to discuss the role that gangs play in the development of delinquency.

Competency 4.5: Students will be capable of discussing the impact of drugs on delinquency rates and the causes of drug usage.

Competency 4.6: Students will be able to discuss female delinquents.

Competency 4.7: Students will be able to intelligently discuss youth violence, it’s patterns and the role of firearms in this violence.

**Outcome #5: Students will gain an understanding of the juvenile gang problem.**

Competency 5.1: Students will be able to identify the leading gangs in the United States.

Competency 5.2: Students will demonstrate the ability to understand the psychological and social explanations of gang membership.

Competency 5.3: Students will be able to discuss current gang suppression and intervention strategies.

**Outcome #6: Students will be able to demonstrate a knowledge of basic principles and applications of the juvenile justice system.**

Competency 6.1: Students will be able to explain the historical development of the juvenile justice system.

Competency 6.2: Students will be able to define the philosophy of *Parens Patriae*.

**Outcome #7: Students will be able to explain the role of law enforcement in the juvenile justice system.**

Competency 7.1: Students will be able to define the different law enforcement dispositions.

Competency 7.2: Students will be able to discuss the importance of law enforcement discretion when interacting with juveniles.

Competency 7.3: Students will be able to define custody and intake.

Competency 7.4: Students will be able to discuss the role of law enforcement in relation to neglected and abused children.

Competency 7.5: Students will be able to discuss and critique current law enforcement prevention strategies.

**Outcome 8: Students will be able to explain the role of the juvenile court.**

Competency 8.1: Students will be able to explain the basic philosophy of the juvenile court.

Competency 8.2: Students will be able to define the jurisdiction of the juvenile court.

Competency 8.3: Students will be able to define the types of juvenile courts.

Competency 8.4: Students will be able to discuss the characteristics of juvenile court.

Competency 8.5: Students will be able to describe the juvenile court process.

Competency 8.6: Students will be able to demonstrate an understanding of the current juvenile sentencing laws.

**Outcome #9: Students will gain an overview of the role or corrections.**

Competency 9.1: Students will be able to discuss the philosophy and procedures of juvenile probation.

Competency 9.2: Students will be able to discuss the philosophy and procedures of juvenile parole.

Competency 9.3: Students will be able to discuss the philosophy and procedures of group homes.

Competency 9.4: Students will be able to discuss the philosophy of juvenile correctional facilities.

Competency 9.5: Students will be able to discuss the philosophy of shock incarceration.

Competency 9.6: Students will be able to explain alternatives to traditional sentencing options: day treatment, youth centers, second chance camps, project new pride.