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

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, abelign 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.