

ILLINOIS VALLEY COMMUNITY COLLEGE



COURSE OUTLINE

DIVISION: Natural Sciences Business

COURSE: CRJ 1030– Juvenile Delinquency

Date: 9/11/13

Credit Hours: 3

Prerequisite(s): none

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 contact = 1 credit hour)
 Clinical **0 Contact Hours** (3 contact = 1 credit hour)
 Online
 Blended

Offered: **Fall** **XSpring** **Summer**

IAI Equivalent –**Only for Transfer Courses**–go to <http://www.itransfer.org>:

CATALOG DESCRIPTION:

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.

GENERAL EDUCATION GOALS ADDRESSED

[See the last page of this form for more information.]

Upon completion of the course, the student will be able:

[Choose those goals that apply to this course.]

- X To apply analytical and problem solving skills to personal, social and professional issues and situations.
- X To communicate orally and in writing, socially and interpersonally.
- To develop an awareness of the contributions made to civilization by the diverse cultures of the world.
- X To understand and use contemporary technology effectively and to understand its impact on the individual and society.
- X To work and study effectively both individually and in collaboration with others.
- X To understand what it means to act ethically and responsibly as an individual in one's career and as a member of society.
- To develop and maintain a healthy lifestyle physically, mentally, and spiritually.
- X To appreciate the ongoing values of learning, self-improvement, and career planning.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals.]

Upon completion of the course, the student will be able to:

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.

COURSE TOPICS AND CONTENT REQUIREMENTS:

See above

INSTRUCTIONAL METHODS:

Assigned Reading
Lecture
Audio Visual Presentations
Classroom Discussion
Collaborative Group Activities
Guest Speakers

INSTRUCTIONAL MATERIALS:

TEXTBOOK: Cox, S. and J. Conrad. *Juvenile Justice: A Guide to Practice and Theory*. Current edition. NY: Wm. Brown and Company

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

- Read assignment prior to class
- Take lecture notes
- Four examinations
- Class participation
- Attendance
- Oral report

OTHER REFERENCES

As needed

Course Competency/Assessment Methods Matrix

CRJ 1030 Juvenile Delinquency		Assessment Options																																	
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment			
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D									
Outcome #1: Students will define the term juvenile delinquency								X	X																										
Outcome #2: Students will be able to understand the scope of the juvenile delinquency problem.								X	X																										
Outcome #3: Students will be able to explain the social, psychological, and biological causation theories of juvenile delinquency.								X	X								X																		
Outcome #4: Students will gain an overview of the environmental and individual factors which may contribute to delinquency								X	X																										
Outcome #5: Students will gain an understanding of the juvenile gang problem.								X	X								X																		

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