



**CREDIT COURSE OUTLINE**

**I. COVER PAGE**

(1) CRIM 11	(2) JUVENILE DELINQUENCY	(3) 3
Number	Title	Units

(4) Lecture / Lab Hours:			(8) Classification:		
Course Hours					
	Weekly Lec hours:	3.00	Degree applicable:		X
	Weekly Lab hours:		Non-degree applicable:		
	Total Contact hours:	54.00	Basic skills:		
Lec will generate __ hour(s) outside work.			(9)RC Fulfills AS/AA degree requirement: (area)		
Lab will generate __ hour(s) outside work.			General education category:		
(5) Grading Basis:	Grading Scale Only	X	Major:		Criminology - Corrections
	Pass/No Pass option		Certificate of:		Criminal Justice - Corrections
	Pass/No Pass only		Certificate in:		
(6) Advisories:			(10)CSU Baccalaureate:		
<ul style="list-style-type: none"> <li>Eligibility for English 126</li> <li><b>Eligibility for ENGL 126</b> Advisory (13) - Outcome to Objective (1) Requisite Outcomes:           <ul style="list-style-type: none"> <li>apply a variety of vocabulary skills for increased comprehension during reading.</li> <li>apply prereading and active reading strategies to increase success with and comprehension of unfamiliar texts.</li> <li>distinguish between fact and opinion and determine author's tone and purpose in non-fiction writings.</li> </ul>           Current Objectives:           <ul style="list-style-type: none"> <li>Critically analyze and describe the juvenile justice system and its connection to the criminal justice system.</li> <li>Recognize the differences between status offenders, delinquents, victims and other dependents as well as the various related codes sections which apply to those conditions.</li> <li>Construct the juvenile court system and evaluate constitutional protections extended to juveniles through judicial decisions.</li> </ul> </li> </ul>			(11)Repeatable: (A course may be repeated three times)		
			0		
			(12)C-ID:		
			Proposed Start Date:		Fall 2012
(7) Pre-requisites (requires C grade or better):					
Corequisites:					

(12) Catalog Description:  
The examination of the origins of juvenile law, causation and problems of juvenile delinquency, the juvenile court, and juvenile law and procedure.

**II. COURSE OUTCOMES:**

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

Upon completion of this course, students will be able to:

- I. Assemble the various historical concepts of juvenile law into a logical sequence of events.
- II. Identify the various related codes which are used when dealing with minors.
- III. Critically analyze and describe the juvenile justice system and its connection to the Criminal Justice System.
- IV. Recognize the distinctions between the adult and juvenile justice systems not only in the process but as they relate to either the justice model or the due process model.
- V. Identify the differences between status offenses, delinquency and dependency.

### III. COURSE OBJECTIVES:

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will:

- I. Critically analyze and describe the juvenile justice system and its connection to the criminal justice system.
- II. Critically appraise the Juvenile Court Dispositions.
- III. Recognize the differences between status offenders, delinquents, victims and other dependents as well as the various related codes sections which apply to those conditions.
- IV. Construct the juvenile court system and evaluate constitutional protections extended to juveniles through judicial decisions.

### IV. COURSE OUTLINE:

#### Lecture Content:

##### A. Defining Delinquency

1. The Social History of Adolescence and Delinquency
2. Changing Perceptions of Youth in America
3. The Invention of Delinquency
4. The Definition of Juvenile Delinquency Today
5. Current State of Juvenile (In)Justice

##### B. Adolescence and Delinquency

1. Definition of Adolescence
2. Rites of Passage
3. Social Stereotypes
4. The Adolescent Subculture
5. The Scientific Study of Adolescence: Theory and Research
6. Developing and Understanding of Adolescence

##### C. Measuring Juvenile Delinquency

1. Official Statistics
2. Self-Report Statistics
3. Victimization Surveys
4. Cohort Analysis

##### D. Biological Theories

1. Early Biological Theories of Delinquency and Crime
2. Variations of Contemporary Biomedical And Biosocial Theories of Delinquency and Crime
3. Critique and Policy Implications of Contemporary Biological Theories

##### E. Psychiatric and Psychological Theories

1. Historical Relationships between Crime and Insanity
2. Psychiatric Theories of Criminal and Delinquent Behavior
3. Psychoanalytic Explanations of Crime and Delinquency
4. Psychological Correlates of Crime and Delinquency
5. Learning-Reinforcement Theories of Crime and Delinquency
6. Social and Policy Implications of the Psychiatric and Psychological Perspectives

##### F. Sociological Theories – Early European and American Criminology

1. European Classical Model of Crime and Reform
2. Sociological Positivism
3. Disorganization and the Ecology of Delinquency and Crime
4. Sociological Learning Theories and Differential Associations
5. Anomie Theories and Differential Opportunities
6. Subcultural Theories

##### G. Sociological Theories – Contemporary Theories and Synthetic Models

1. Social Control Theories
2. Female Delinquency: A Social Understanding
3. Labeling Theories
4. Phenomenological Theories
5. Contemporary Illustrations of Theory Syntheses

##### H. Conflict and Radical Theories of Delinquency

1. Consensual Positivist Model
2. Conflict and Radical Critique
3. Conflict Criminology vs. Radical Criminology
4. Historical Roots of the Radical and Conflict Perspectives
5. Early Conflict Theories (1930s-1960s): Premises and Critique
6. Contemporary Radical Conflict Theory (1970s-1990s): Premises and Critique

##### I. Families and Delinquency

1. The Influence of the Family
2. Family Structure and Delinquency
3. Conflict in the Family and Delinquency
4. Parental Social Control and Delinquency

5. Family Characteristics and Delinquency
6. The Changing American Family
7. Family Policy in the United States

#### J. Schools and Delinquency

1. Educational Factors Related to Delinquency
2. Explanations of the School/Delinquency Connection
3. School Characteristics Associated with Delinquency
4. Effective Schools and Alternative Education in the Prevention of Delinquency
5. Violence, Theft and Vandalism Inside Schools
6. Education in the Year 2000

#### K. Peers and Delinquency

1. The Classical Period
2. The Theoretical Period
3. The Companionship Period
4. Contemporary Gang Research
5. Types and Characteristics of Gangs
6. Gang Reduction Programs

#### L. Mass Media and Delinquency

1. Theories of Mass Communication
2. The Mass Media and Delinquency: Historical Concerns
3. The Mass Media and Delinquency: Some Contemporary Concerns
4. Art, Pop Culture and Delinquency

#### M. Drugs and Delinquency

1. Drug Terminology
2. Variables Influencing Drug Effects
3. Common Drugs: Effects and Use
4. Recent Trends in Drug Use among Adolescents and Delinquents
5. Are Drug Abuse and Delinquency Related?
6. Reasons for Drug Abuse
7. Characteristics of Drug Abusers
8. Societal Reaction to Drugs

#### N. The Police and Juveniles

1. Police-Juvenile Contacts
2. Specialized Police for Juveniles
3. Juveniles and Police Discretion
4. Police Use of Violence and Deadly Force
5. Problem-Oriented Policing

#### O. Juvenile Law and the Juvenile Court

1. Development of the Juvenile Court
2. Landmark Supreme Court Decisions
3. The Impact of Landmark Decisions
4. The Juvenile Court Process
5. Juvenile Court Personnel
6. Key Issues for the Juvenile Court

#### P. Juvenile Corrections: The Institutional Setting

1. History of Juvenile Correctional Institutions
2. Types of Correctional Institutions
3. Privatization of Juvenile Facilities and Services
4. Goals of Correctional Institutions
5. Characteristics of Youth in Institutions
6. Treatment Strategies in Institutions
7. The Inmate Subculture
8. The Rights of Juveniles in Confinement

#### Q. Juvenile Corrections: The Community Setting

1. Diversionary Programs
2. Community-Based Correctional Programs

#### R. Cross-Cultural Delinquency

1. Comparative Research Methods
2. World Crime and Delinquency Trends
3. Delinquency in Selected Foreign Countries

#### S. The Future: Delinquency in the Twenty-First Century

1. Demographic Trends and Projections
2. The Information Society: Implications for Youth
3. Delinquency Prevention and Control
4. Juvenile Justice Policy

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

- I. Sample Text Title:
  - 1. Recommended - Vito *Juvenile Justice Today*, -Prentice Hall, 2012,
- II. Other Readings
  - 1. Recommended - *Selected quality novels and legal cases*

- Global or international materials or concepts are appropriately included in this course
- Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

International and multi-cultural materials are included within the mandatory readings from the required textbook. Students are exposed to, and discuss, cultures which may be in conflict with traditional family structures which may lead to delinquency. Students are required to review and or present statistical data which depicts issues arising within various environments, or cultures, which may support or deny delinquency.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

<b>A. Writing</b>			
Check either 1 or 2 below			
<input checked="" type="checkbox"/>	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
<input type="checkbox"/>	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
<input checked="" type="checkbox"/>	a) essay exam(s)	<input type="checkbox"/>	d) written homework
<input checked="" type="checkbox"/>	b) term or other paper(s)	<input checked="" type="checkbox"/>	e) reading reports
<input type="checkbox"/>	c) laboratory report(s)	<input checked="" type="checkbox"/>	f) other (specify) Review case histories and theories on how or why minor become delinquent.

Required assignments may include but are not limited to the following:

All examinations include essay questions requiring extensive writing including specific definitions as well as how those terms and/or concepts apply.

<b>B. Problem Solving</b>			
Computational or non-computational problem-solving demonstrations, including:			
<input checked="" type="checkbox"/>	a) exam(s)	<input type="checkbox"/>	d) laboratory reports
<input type="checkbox"/>	b) quizzes	<input type="checkbox"/>	e) field work
<input checked="" type="checkbox"/>	c) homework problems	<input type="checkbox"/>	f) other (specify):

Required assignments may include but are not limited to the following:

theoretical discussion concerning the reasons for criminality in minors brings forth the individual presentation by students.

<b>C. Skill demonstrations, including:</b>			
<input type="checkbox"/>	a) class performance(s)	<input type="checkbox"/>	c) performance exams(s)
<input type="checkbox"/>	b) field work	<input type="checkbox"/>	d) other (specify)

Required assignments may include but are not limited to the following:

<b>D. Objective examinations including:</b>			
<input checked="" type="checkbox"/>	a) multiple choice	<input checked="" type="checkbox"/>	d) completion
<input checked="" type="checkbox"/>	b) true/false	<input type="checkbox"/>	e) other (specify):
<input checked="" type="checkbox"/>	c) matching items	<input type="checkbox"/>	

**COURSE GRADE DETERMINATION:**

Description/explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

25% juvenile case study

10% assigned readings

65% tests/quizzes

**VII. EDUCATIONAL MATERIALS**

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	YES	NO
Textbook	<u>  X  </u>	<u>      </u>
Reference materials	<u>  X  </u>	<u>      </u>
Instructor-prepared materials	<u>  X  </u>	<u>      </u>
Audio-visual materials	<u>  X  </u>	<u>      </u>

Indicate Method of evaluation:

- Used readability formulae (grade level 10 or higher)
- Text is used in a college-level course   X
- Used grading provided by publisher
- Other: (please explain; relate to Skills Levels)        -

<i>Computation Level</i> (Eligible for MATH 101 level or higher where applicable)	<u>      </u>	<u>  X  </u>
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	<u>  X  </u>	<u>      </u>
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u>  X  </u>	<u>      </u>
Requires independent thought and study	<u>  X  </u>	<u>      </u>
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	<u>  X  </u>	<u>      </u>
List of Reading/Educational Materials		
Recommended - <i>Vito Juvenile Justice Today</i> , -Prentice Hall, 2012,		

Comments:

- This course requires special or additional library materials (list attached).
- This course requires special facilities:

Attached Files:

**BASIC SKILLS ADVISORIES PAGE** The skills listed are those needed for eligibility for English 125, 126, and Math 201. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

Eligibility for ENGL 126  
(as outcomes for ENGL 262)

- apply a variety of vocabulary skills for increased comprehension during reading.
- apply prereading and active reading strategies to increase success with and comprehension of unfamiliar texts.
- analyze expository texts to determine

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explicit/implicit main ideas and logical support, leading to author's intended meaning.

\_\_\_\_\_ determine basic organizational writing patterns to increase comprehension of expository texts.

\_\_\_\_\_ distinguish between fact and opinion and determine author's tone and purpose in non-fiction writings.

Check the appropriate spaces.

\_\_\_\_\_ Eligibility for Math 201 is advisory for the target course.

X  Eligibility for English 126 is advisory for the target course.

\_\_\_\_\_ Eligibility for English 125 is advisory for the target course.

*If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.*

### REQUISITES

No requisites

## JUSTIFICATION OF LIMITATION ON ENROLLMENT

Enrollment in courses or blocks of courses may be limited based on performance, honors, or other performance based criteria. Be mindful of the disproportionate impact the limitation will have on specific groups of students. It is important to determine if the limitation will disproportionately keep under-represented students from enrolling in the course or block of courses.

Describe the reasons for limiting the enrollment.

Course Designator: CRIM 11

Course Title(s): JUVENILE DELINQUENCY

Rationale for Limiting Enrollment:

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