Course Description

Explores the nature and extent of delinquency and subsequent policy applications from theoretical and administrative approaches as well as current research into juvenile deviant and delinquent behavior.

Prerequisites

None

Course Textbook


Course Learning Objectives

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

1. Define and explain the concept of delinquency and status offending, the measurement of delinquency, and the trends and patterns in the patterns of delinquency rate.
2. Assess the legal and social implications of delinquency.
3. Summarize the various theoretical models that have been used to explain delinquent behavior.
4. Recite and explain reasons why youths join gangs and the methods of controlling gang activity.
5. List, explain and analyze the environmental and individual correlates of delinquency.
6. Identify and categorize several programs of early intervention of delinquency.
7. Define and explain delinquency prevention in the teenage years.
8. Specify and explain the nature of juvenile justice advocacy.
9. Summarize information and viewpoints on juvenile corrections, including probation, restorative justice programs, and secure juvenile corrections.
10. Contrast juvenile justice systems in other nations and compare them with the system used in the United States.
11. Project and predict the future of delinquency and juvenile justice.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Objectives:** Each unit contains Unit Learning Objectives that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Written Lectures:** Each unit contains a Written Lecture, which discusses lesson material.
3. **Reading Assignments:** Units I-III and V-VII contain reading assignments from one or more chapters from the textbook.
4. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
5. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided in Units I-III and V-VII to aid students in their course of study.

6. **Discussion Boards:** Discussion Boards are a part of all CSU term courses. Information and specifications regarding these assignments are provided in the Academic Policies listed in the Course Menu bar.

7. **Unit Assessments:** This course contains six unit assessments – to be completed at the end of Units I-III and V-VII.

8. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units I, IV, and VIII. Specific information and instructions regarding these assignments are provided below. A grading rubric is included with the Unit I Assignment. Specific information about accessing these rubrics is provided below.

9. **Final Exam (Proctored):** Students are to complete a Final Exam in Unit VIII. All Final Exams are proctored—see below for additional information. You are permitted four (4) hours to complete this exam, in the presence of your approved proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams.

10. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

11. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**Unit Assignments**

**Unit I Mini Project**

*Parens Patriae Discussion*

Use your favorite search engine (e.g., Google) and search for “Journal of the American Academy of Psychiatry and the Law Online” & “Juvenile Competence to Stand Trial” to find an article of that title written by Jonathan W. Sirkin, MD.

The article discusses the use of *parens patriae* in an Indiana juvenile court. Read the case and write a brief summary. Do you think *parens patriae* was used effectively in the case? Explain your opinion and support your answer.

Your paper must be a minimum of two pages long. You may use your textbook as a reference, along with other reliable information sources. Use APA formatting for references and in-text citations.

**Article Critiques**

The Article Critique assignments for this class are due in Unit IV and Unit VIII. The purpose of these assignments is to investigate professional journals, and locate two articles of interest related to Juvenile Delinquency topics in the course.

The Article Critique assignments should be formatted to include the following three sections:

- **Identify the Article:** The importance of this section is to provide the reader with enough information to locate the article.

- **Summarize the Article:** List the main points that the author has tried to establish, (i.e. 1, 2, 3 or first, second, third). On average, the summary should include at least 6 to 8 main points. For example, if you are summarizing a court case, you could discuss:
  
  1. What provision of the law was at issue?
  2. What are the facts of the case?
  3. What legal tests were applied?
  4. Were there any unusual elements in the case?

- **Critique the Article:** Provide your reaction (insightful, critical, and logical) to the points that the author made. A simple statement of agreement or disagreement is not enough. While you may make such a statement by way of introduction to your reaction, you must clearly and logically state the reasons for the position that you have taken.

The articles you select should not be more than three years old, and should be at least three pages in length. You are encouraged to use the Research Database in the CSU Online Library located in the Course Menu. This database will allow you to quickly search through thousands of journal articles.
The Article Critiques should be a minimum of two pages and no more than four pages in length (typed double spaced), and should be written according to APA style.

**APA Guidelines**

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. A document titled “APA Guidelines Summary” is available for you to download from the APA Guide Link, found in the Learning Resources area of the myCSU Student Portal. It may also be accessed from the Student Resources link on the Course Menu. This document provides links to several internet sites that provide comprehensive information on APA formatting, including examples and sample papers.

**Blackboard Grading Rubrics**

**Assignment Rubrics**

One or more assignments in this course utilizes a Blackboard Grading Rubric. A rubric is a tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of an assignment. Your professor will use the Blackboard Grading Rubric to assign points and provide feedback for the assignment.

You are encouraged to view the assignment rubric before submitting your work. This will allow you to review the evaluation criteria as you prepare your assignments. You may access the rubric in “My Grades” through the “Tools” button in your course menu. Click the “View Rubric” link to see the evaluation criteria for the assignment. Upon receiving your assignment grade, you may view your grade breakdown and feedback in the rubric.

**CSU Grading Rubric for Papers/Projects**

The course papers will be graded based on the CSU Grading Rubric for all types of papers. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project specific grading criteria defined in the project directions. To view the rubric, click the Academic Policies link on the Course Menu, or by accessing the CSU Grading Rubric link, found in the Learning Resources area of the myCSU Student Portal.

**Final Examination Guidelines**

Final Exams are to be administered to students by an approved Proctor. CSU approves two, flexible proctoring options: a standard Proctor, who is chosen by the student and approved by the university, or Remote Proctor Now (RP Now), an on-demand, third-party testing service that proctors examinations for a small fee.

A standard Proctor is an unbiased, qualified individual who is selected by the student and agrees to supervise an examination. You are responsible for selecting a qualified Proctor, and the Proctor must be pre-approved by CSU.

Students choosing RP Now must have an operational webcam/video with audio, a high-speed internet connection, and the appropriate system rights required to download and install software.

To review the complete Examination Proctor Policy, including a list of acceptable Proctors, Proctor responsibilities, Proctor approval procedures, and the Proctor Agreement Form, go to the myCSU Student Portal from the link below.

[http://mycsu.columbiasouthern.edu](http://mycsu.columbiasouthern.edu)

You are permitted four (4) hours to complete this exam, in the presence of your approved Proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams.
Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Boards (8 @ 2%)</td>
<td>16%</td>
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<tr>
<td>Assessments (6 @ 8%)</td>
<td>48%</td>
</tr>
<tr>
<td>Mini Project</td>
<td>5%</td>
</tr>
<tr>
<td>Article Critiques (2 @ 10%)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>11%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
<table>
<thead>
<tr>
<th>Unit I</th>
<th>Concept of Delinquency</th>
</tr>
</thead>
</table>
| Review: | □ Unit Study Guide  
          □ **Learning Activities (Non-Graded):** See Study Guide |
| Read:  | □ **Chapter 1:** Childhood and Delinquency  
          □ **Chapter 2:** The Nature and Extent of Delinquency |
| Discuss: | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time) |
| Submit: | □ **Assessment** by Tuesday, Midnight (Central Time)  
          □ **Mini Project** by Tuesday, Midnight (Central Time) |

Notes/Goals:

<table>
<thead>
<tr>
<th>Unit II</th>
<th>Theories of Delinquency</th>
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</thead>
</table>
| Review: | □ Unit Study Guide  
          □ **Learning Activities (Non-Graded):** See Study Guide |
| Read:  | □ **Chapter 3:** Individual Views of Delinquency  
          □ **Chapter 4:** Social Structure, Process, Culture, and Delinquency  
          □ **Chapter 5:** Social Reaction, Conflict, and Delinquency  
          □ **Chapter 6:** Developmental Theories of Delinquency: Life-Course and Latent Trait |
| Discuss: | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
          □ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit: | □ **Assessment** by Tuesday, Midnight (Central Time)  
          □ **Proctor Approval Form** |

Notes/Goals:
### Unit III: Social and Community Influences on Delinquency

| **Review:** | Unit Study Guide  
Learning Activities (Non-Graded): See Study Guide |
| **Read:** | Chapter 7: Gender and Delinquency  
Chapter 8: The Family and Delinquency  
Chapter 9: Peers and Delinquency: Juvenile Gangs and Groups |
| **Discuss:** | Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| **Submit:** | Assessment by Tuesday, Midnight (Central Time) |

**Notes/Goals:**

### Unit IV: Article Critique 1

| **Review:** | Unit Study Guide |
| **Read:** | None |
| **Discuss:** | Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| **Submit:** | Article Critique 1 by Tuesday, Midnight (Central Time) |

**Notes/Goals:**
<table>
<thead>
<tr>
<th>Unit V</th>
<th>Environmental Influences on Delinquency</th>
</tr>
</thead>
</table>
| **Review:** | - Unit Study Guide  
- **Learning Activities (Non-Graded):** See Study Guide |
| **Read:** | - Chapter 10: Schools and Delinquency  
- Chapter 11: Drug Use and Delinquency  
- Chapter 12: Delinquency Prevention: Social and Developmental Perspectives |
| **Discuss:** | - **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| **Submit:** | - **Assessment** by Tuesday, Midnight (Central Time) |

**Notes/Goals:**

<table>
<thead>
<tr>
<th>Unit VI</th>
<th>The Juvenile Justice System</th>
</tr>
</thead>
</table>
| **Review:** | - Unit Study Guide  
- **Learning Activities (Non-Graded):** See Study Guide |
| **Read:** | - Chapter 13: Juvenile Justice: Then and Now  
- Chapter 14: Police Work with Juveniles  
- Chapter 15: Juvenile Court Process: Pretrial, Trial, and Sentencing |
| **Discuss:** | - **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| **Submit:** | - **Assessment** by Tuesday, Midnight (Central Time) |

**Notes/Goals:**
<table>
<thead>
<tr>
<th>Unit VII</th>
<th>Juvenile Corrections, Juvenile Justice Abroad and the Future</th>
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<tbody>
<tr>
<td>Review:</td>
<td>□ Unit Study Guide</td>
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<tr>
<td></td>
<td>□ <strong>Learning Activities (Non-Graded):</strong> See Study Guide</td>
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<tr>
<td>Read:</td>
<td>□ <strong>Chapter 16:</strong> Juvenile Corrections: Probation, Community Treatment, and Institutionalization</td>
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<td></td>
<td>□ <strong>Chapter 17:</strong> Delinquency and Juvenile Justice Abroad</td>
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<tr>
<td>Discuss:</td>
<td>□ <strong>Discussion Board Response:</strong> Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)</td>
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<td>□ <strong>Discussion Board Comment:</strong> Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)</td>
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<tr>
<td>Submit:</td>
<td>□ <strong>Assessment</strong> by Tuesday, Midnight (Central Time)</td>
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<td>□ <strong>Request to take Final Exam</strong></td>
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**Notes/Goals:**

<table>
<thead>
<tr>
<th>Unit VIII</th>
<th>Article Critique 2</th>
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<tbody>
<tr>
<td>Review:</td>
<td>□ Unit Study Guide</td>
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<tr>
<td>Read:</td>
<td>□ <strong>None</strong></td>
</tr>
<tr>
<td>Discuss:</td>
<td>□ <strong>Discussion Board Response:</strong> Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)</td>
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<td>□ <strong>Discussion Board Comment:</strong> Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)</td>
</tr>
<tr>
<td>Submit:</td>
<td>□ <strong>Article Critique 2</strong> by Tuesday, Midnight (Central Time)</td>
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<tr>
<td></td>
<td>□ <strong>Final Exam</strong> by Tuesday, Midnight (Central Time)</td>
</tr>
</tbody>
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