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.

Course Textbook


Course Learning Outcomes

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 Outcomes:** Each unit contains Unit Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook. Suggested Readings are provided in the unit study guides to aid students in their course of study.
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. **Unit Assignments:** Students are required to submit for grading Unit Assignments in all units. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the all assignments. Specific information about accessing these rubrics is provided below.
6. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.
7. **Student Break Room:** This communication forum allows for casual conversation with your classmates.
CSU Online Library

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

Unit Assignments

Unit I Research Paper

Benefits of Crime Statistics

Write a paper of approximately 500 words describing how crime statistics can aid criminal justice practitioners in assisting juveniles and preventing them from committing crime. Review a case from the textbook or one that is current in the news, and research if children committing crimes is on the rise. How can you prevent future juvenile crimes in your state?

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit II Research Paper

Juveniles and Societal Reactions

Write a paper of approximately 500 words discussing the ways delinquency stems from socialization, various interactions among people, institutions, and societal practices.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit III PowerPoint Presentation

Children and Violence

Create a PowerPoint Presentation discussing why some children begin to chronically offend while others, living in similar environments, are able to resist delinquent activity.

- Apply examples and cases, and create a new theory of the cause of juvenile crime.
- Put yourself in the shoes of a police officer, lawyer, or practitioner in the criminal justice field. Imagine you are presenting to fellow colleagues on how to prevent juvenile delinquency in the community.
- The presentation should be ten slides in length. Imagine you are presenting live, and provide an explanation for the slides you made as if you were presenting live in each slide comments.
- Use pictures, statistics, and data.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit IV Research Paper

Child Abuse and Delinquency

Write a paper of 500 words discussing how child abuse and delinquency are associated. Give two different explanations for the positive relationship between abuse and antisocial behavior.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V Case Study

Juveniles and the Law

Case brief:

The purpose of a case brief is to provide a short and standardized summary of a case that would allow someone who uses case law frequently to review it briefly and know the essentials of that case, the issues, and the ruling. The standard format allows everyone to know where the critical information can be found and also allows that work to be shared with good efficiency (imagine the inefficiency of everyone having their own way to describe a case). It is important to be brief, accurate, and complete, but in as few words as possible.

Locate one of the earliest United States Supreme Court cases that address the rights of juveniles: In re Gault 387 U.S. 1 (1967).

Be sure that you locate and read the actual case which can be found at http://caselaw.findlaw.com/us-supreme-court/387/1.html OR https://supreme.justia.com/cases/federal/us/387/1/case.html

NOTE: the page numbers found in the opinions or in the actual case law are the ones that should be used for citation purposes. Unlike other sources in APA, here you do not cite the author as a person, but rather as "the Court" for the Majority. If you have need to cite anything from a concurring or dissenting opinion, then you must use the author's name and page number.

As mentioned above, case briefs have a particular, standardized format. If you are unfamiliar with case briefs, click here to learn more about the requirements.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Article Review

Children and the Court

Collect several newspaper articles concerning current topics that involve juveniles. Outline the main points of the cases. Discuss any controversy regarding the handling of these cases. Which, if any, do you think ought to be handled in adult courts rather than juvenile courts?

List of topics to select from:

1. Juvenile delinquency and control
2. Prevention programs with teens
3. Future of delinquency prevention
4. Juvenile justice system
5. Juvenile courts
6. Teen Courts
7. Supreme Court and juvenile cases

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Project

Write a three-page paper explaining how you would create our own juvenile crime prevention program. Imagine you were in charge of starting a new program that would help your community in aiding and fighting juvenile crime. Review past
prevention programs, and list how they may have worked or failed and why your program would succeed. Use Internet research to support your conclusions.

Below are a few helpful references:


Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VII Blog

Adult vs. Juvenile Court

Create a blog. Imagine you are a detective in a criminal trial. You are to locate and research a juvenile case involving a homicide. Summarize the case.

- What issues arose surrounding the case in terms of adjudicating the suspect in juvenile or adult court?
- How, if found guilty, was the juvenile sentenced?
- Do you believe that the sentence was adequate? Excessive?
- What are the ages of the juveniles?
- What relation did the victims have to the juveniles?
- Was this gang activity?
- How much crime is currently in this area and environment?
- How can management of policing change the outcome of this case?
- Did police use proper search and seizure laws during the investigation?
- What was the court process like for these defendants?

Support your position. If you were called to testify, what would you state? Explain in your blog in depth.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VII Journal Assignment

Imagine you are a member of the courtroom process, whether a lawyer, guard, prosecutor, judge, or defense attorney. For this assignment, select a position or stance as if you were playing a role in the court process. You can use various approaches or stay with one main theme such as a prosecutor. Respond to each question in 100 words in length per question.

1. What issues arose surrounding the case in terms of adjudicating the suspect in juvenile or adult court?
2. How, if found guilty, was the juvenile sentenced, and what individuals in the court process made an impact?
3. Do you believe that the sentence was adequate? Excessive?
4. What are the ages of the juveniles, and what were the elements of the pre-adjudicatory stages of the process?
5. What relation did the victims have to the juveniles?
6. How can you better manage how juveniles are processed and strategies to prevent delinquency?

All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit VIII Reflection Paper

Juvenile Justice

Write a three-page paper on one of the topics below:

- Community treatment for juvenile offenders.
- New approaches in probation services for juvenile offenders.
- Juvenile violence trends, property crime in your city or state
- Juvenile crime in the U.S. vs. an outside country (You can select any country, an example: England)

Apply APA format, and include how you would make improvements to the court system and the juvenile crime prevention. Consider using the course material as you complete your assignment.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Assessment (Written Response) and (2) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Assessments and Assignments is the method by which your instructor assigns all grades.

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.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

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

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Research Paper (3 @ 10%)</td>
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<tr>
<td>Unit III PowerPoint Presentation</td>
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<td>Unit V Case Study</td>
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<td>Unit VI Article Review</td>
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<td>Unit VIII Reflection Paper</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.
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<table>
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<tr>
<th>Unit I</th>
<th>Juvenile Delinquency: Past, Present, and Future</th>
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<tbody>
<tr>
<td>Review:</td>
<td>Unit Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>Chapter 1: Childhood and Delinquency</td>
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<td>Chapter 2: The Nature and Extent of Delinquency</td>
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<td>Chapter 3: Individual Views of Delinquency</td>
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<td>Suggested Reading:</td>
<td>See Study Guide</td>
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<tr>
<td>Submit:</td>
<td>Research Paper</td>
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<td>Read:</td>
<td>Chapter 4: Structure, Process, Culture, and Delinquency</td>
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<td>Chapter 5: Social Reaction, Social Conflict, and Delinquency</td>
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<td>Suggested Reading:</td>
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<td>Submit:</td>
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<th>Development and Gender of Juveniles in Society</th>
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<tr>
<td>Review:</td>
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<tr>
<td>Read:</td>
<td>Chapter 6: Developmental Theories of Delinquency: Live-Course, Latent Trait, and Trajectory</td>
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<td>Chapter 7: Gender and Delinquency</td>
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<tr>
<td>Suggested Reading:</td>
<td>See Study Guide</td>
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<td>Submit:</td>
<td>PowerPoint Presentation</td>
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<td>Notes/Goals:</td>
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## Course Schedule

### Unit IV: Juveniles and the Justice System

- **Review:** Unit Study Guide
- **Read:**
  - Chapter 8: Family and Delinquency
  - Chapter 9: Peers and Delinquency: Juvenile Gangs and Groups
  - **Suggested Reading:** See Study Guide
- **Submit:** Research Paper

### Unit V: Juveniles and Education

- **Review:** Unit Study Guide
- **Read:**
  - Chapter 10: Schools and Delinquency
  - Chapter 11: Drug Use and Delinquency
  - **Suggested Reading:** See Study Guide
- **Submit:** Case Study

### Unit VI: Prevention of Juvenile Crime

- **Review:** Unit Study Guide
- **Read:**
  - Chapter 12: Delinquency Prevention: Social and Developmental Perspectives, pp. 436 – 464
  - Chapter 13: Juvenile Justice: Then and Now, pp. 472 - 498
- **Submit:**
  - Article Review
  - Project

### Unit VII: Juveniles and Education

- **Review:** Unit Study Guide
- **Read:**
  - Chapter 14: Police Work with Juveniles
  - Chapter 15: Juvenile Court Process: Pretrial, Trial, and Sentencing
- **Submit:**
  - Blog
  - Journal Assignment

Notes/Goals:
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<th>Unit VIII</th>
<th>Juveniles and the Correctional System</th>
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<tr>
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<td>Read:</td>
<td>☐ Chapter 16: Juvenile Corrections: Probation, Community Treatment, and Institutionalization</td>
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<td>☐ Chapter 17: Delinquency and Juvenile Justice Abroad</td>
</tr>
<tr>
<td>Submit:</td>
<td>☐ Reflection Paper</td>
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