



RSOC300 – Juvenile Delinquency Master Course Syllabus

Course Overview (QM Standards 1.2)

Course description: *Juvenile Delinquency* provides an understanding of the historical development of the concepts of delinquency and juvenile justice system; the volume and extent of delinquency; and the nature and processes of the juvenile system and corrections. The course will also explore various factors (biological, psychological, and sociological) associated with delinquency. These theories and an understanding of the aspects of delinquency and juvenile justice are imperative to the development of effective means of preventing young persons from starting the life of crime or graduating to adult criminal life.

Juvenile Delinquency will explore policing and the legal system with regard to juvenile delinquency. The course will also examine formal and informal institutions that are designed to manage and control young offenders, and various treatment options and treatment strategies. In addition, the class will introduce students to the measurement, definition, and theoretical explanations of youth norm breaking from the 19th to the 21st century. The course will also examine several causes and consequences of violence, school shootings, gang membership, and drug use.

Course Goals and Objectives: Following the completion of this course:

- the students in this course will learn the following competencies: critical thinking, written communication, and information literacy.
- the students in this course will be able to understand the sociological and social psychological theories that explain the cause of juvenile delinquency;
- the students in this course will be able to explore factors that encourage or inhibit juvenile delinquency including the individual, family, peers and a range of institutional structures;
- the students in this course will be able to gain an understanding of the complexity of the causal factors that produce delinquent behavior; and
- the students in this course will be able to gain an understanding of how the legal system deals with juveniles from entering the judicial system to exiting the system.

Pre-Requisites (QM Standard 1.6)

No pre-requisites are required for this course.

Minimum Technical Requirements and Online Resources (QM Standards 1.5 & 1.7)

In addition to a web browser (preferable Firefox) that is Blackboard compatible, you will need the following software in order to complete the activities in this class:

1. Word processing package capable of reading and creating .doc, .docx or rich text formatted (rtf) documents.
2. *Adobe Acrobat Reader*: If you do not have *Adobe Acrobat Reader*, you can download it free from <http://www.adobe.com/products/acrobat/readstep.html>
3. PDF Creator Software: If you are using a MAC or do not have software capable of saving a file as a .doc or .docx file and do not have the capability on your campus to print files to PDF, you can download a free version of *CutePDF* at <http://www.cutepdf.com/Products/CutePDF/writer.asp> This software installs a virtual printer on your PC that allows you to print files to the PDF format.
4. **Virus Protection Software:** This course requires you to download and upload files from your PC. Virus protection software protects your computer and my computer.

Online Resources: This course makes use of many online resources. I have made every effort to make sure the links I have are up-to-date. However, due to the changing nature of the web, you may find that a resource is temporarily unavailable or has been removed. If this should happen, please send me an email and I will find an alternative resource or modify the assignment accordingly.

Instructor Information (QM Standards 1.8 & 5.3)

Individual instructors complete this information.

Virtual Office Hours: I am available in my virtual office by appointment only. Send me an email to set up an appointment.

Personal Commitment:

My personal commitments to you as a participant include:

I will reply to course mail messages within 24 hours;

I will read all discussion postings and will reply where appropriate within 3 days.

I will acknowledge my receipt of every course mail message immediately upon reading it. If I am unable to respond to the request or concern at the time of initial reply, I will give you an estimated time for my next reply.

If I am going to be away from the course space for more than a day or two, I will send a message to you indicating the length of my absence.

I will regularly update information regarding due dates in the course announcements.

Optional/Required Course Materials (QM Standard 4.6)

You will find your required textbook information in the course catalog at <http://ilearn-wvrocks.wvnet.edu>. All other required readings and videos are included in each of the modules.

Grading Policy (QM Standard 3.2)

All assessments are submitted in Blackboard. All scores for six discussion posts, five assignments, and four exams make up a possible **1020** points. There are specific deadlines for each assignment and there should be no submissions of late work or last minute work. There are also **140** optional extra credit points allotted for completion of additional assignments/activities.

Final Letter Grade	Percentage	Total Points
A	90-100+%	891-990+ points
B	80-89%	792-890 points
C	70-79%	693-791 points
D	60-69%	594-692 points
F	below 60	less than 593 points

Course Assignments: Over the course of the semester, all assignments are to be submitted in Blackboard on the dates listed in the course schedule. The instructions are available in course content, located in Blackboard modules. There will be no late submissions for missed assignments except under dire and *documented* circumstances and at the instructor's discretion.

Exams: There are three exams (multiple choice and essay) covering selected textbook chapters and class materials; exams 1-3 are worth 100 points each and the final exam is worth 150 points. The final exam will also be taken online. There will be no make-up exams for missed exams except under dire and *documented* circumstances and at the instructor's discretion. Make-up exams must be completed within one week of the scheduled exam date.

Extra Credit: Please note the requirements for receiving credit for "Extra Credit" Assignments.
(1) If a student fails to submit the final exam, they cannot receive credit for extra credit attempts.
(2) If a student fails to submit more than one homework assignment, the student is NOT eligible to receive credit for extra credit assignment attempts. The assigned required work allows each student to meet the course objectives. Extra credit assignments CAN NOT replace those required components.

Juvenile Delinquency consists of *seven* modules: (1) The Nature and Measurement of Delinquency, (2) Individual and Structural Causes, (3) Social Process and Interaction Theories, (4) The Juvenile Justice System, (5) Family, Schools, and Community, (6) Gender and Race, and (7) Gangs and Drugs. Please see the alignment map and the course schedule for information for each module.

Module Objectives and Assessments (QM Standard 2.2, 2.3, 2.4, 2.5, 3.4, 3.5, 5.1)

Module 1

After you have complete the readings and content for this module you will be able to:

- **Meet** the class. [M1A1: Discussion]
- **Identify** types of status offenses. [M1S1: Self-assessment (Do not submit.), M1A2: Assignment]
- **Define** juvenile delinquency and adolescence. [M1A2: Assignment]
- **Assess** past and present treatment of adolescents. [M1A2: Assignment]
- **Describe** self-report surveys and official records. [M1A3: Discussion]
- **Examine** distinctions between UCR & NCVS reports. [M1A3: Discussion]
- **Explain** how status offenders are handled. [M1A2: Assignment, M1A4: Exam]

Module 2

After you have complete the readings and content for this module you will be able to:

- **Define** the concepts: rationality, social disorganization, and strain. [M2S1: Self-assessment (Do not submit.), M2A1: Assignment]
- **Describe** the core principle of the Classical School of Criminology. [M2A1: Assignment]
- **Explain** how different forms of positivism explain delinquency. [M2A1: Assignment]
- **Assess** limitations of the concept of rationality. [M2A1: Assignment]
- **Examine** the distinctions between twin and adoption studies. [M2A1: Assignment]
- **Identify** the concepts/elements of micro and macro level theories of delinquency. [M2A2: Exam]

Module 3

After you have complete the readings and content for this module you will be able to:

- **Identify** the seven propositions of differential association. [M3S1: Self-assessment (Do not submit.), M3A1: Quiz (Extra Credit), M3A2: Assignment]
- **Describe** Matza's drift theory/five techniques of neutralization. [M3A1: Quiz (Extra Credit), M3A2: Assignment]
- **Assess** the process of labeling theory as it relates to delinquency. [M3A1: Quiz (Extra Credit), M3A2: Assignment]
- **Assess** the process of labeling theory as it relates to delinquency. [M3A2: Assignment]
- **Examine** the distinctions between subjective, objective, exclusive, and inclusive labels. [M3A1: Quiz (Extra Credit), M3A2: Assignment]
- **Explain** the sequence stages of interaction as defined by Lemert. [M3A2: Assignment]
- **Discuss** the importance of pushes, pulls, and external and internal control in containment theory. [M3A2: Assignment]

Module 4

After you have complete the readings and content for this module you will be able to:

- **Discuss** a brief history and purpose of youth courts. [M4S1: Self-assessment (Do not submit.), M4A1: Discussion]
- **Explain** the structure and functions of the juvenile justice system: police, juvenile court, corrections, and parens patriae philosophy. [M4A1: Discussion]
- **Examine** the distinctions between four basic correctional models: rehabilitation model, justice model, crime control model, and the balanced and restorative model. [M4A1: Discussion]
- **Assess** the success of community-based juvenile prevention programs. [M4A1: Discussion, M4A3: Exam]
- **Describe** individual, sociocultural, and organizational factors that influence discretionary practices used by police. [M4A2: Assignment]
- **Identify** options when investigating a complaint against a juvenile. [M4A2: Assignment, M4A3: Exam]

Module 5

After you have complete the readings and content for this module you will be able to:

- **Identify** types of child abuse: behavioral change, physical abuse, emotional abuse, sexual abuse, and incest. [M5S1: Self-assessment (Do not submit.), M5A1: Assignment]
- **Describe** reintegration, continuum of sanctions, and restorative justice/peacemaking. [M5A1: Assignment]
- **Discuss** family and media (music) influences on delinquency. [M5A2: Discussion (Extra Credit)]
- **Explain** community responses to child maltreatment. [M5A1: Assignment, M5A3: Quiz (Extra Credit)]
- **Assess** how acts of criminal school violence have changed. [M5A1: Assignment, M5A3: Quiz (Extra Credit)]
- **Examine** issues of school failure that relate to delinquency, [M5A1: Assignment, M5A3: Quiz (Extra Credit)]

Module 6

After you have complete the readings and content for this module you will be able to:

- **Define** intersectionality. [M6S1: Self-assessment (Do not submit.), M6A1: Assignment]
- **Discuss** the four propositions on the feminist theory. [M6A1: Assignment]
- **Describe** the Intersectionality of race, class, gender, and delinquency. [M6A1: Assignment]
- **Assess** the distinctions between male and female delinquency. [M6A1: Assignment]
- **Examine** how male and female delinquent careers differ. [M6A1: Assignment]
- **Explain** how gender roles impact boys' and girls' delinquency. [M6A1: Assignment]

Module 7

After you have complete the readings and content for this module you will be able to:

- **Describe** organizational characteristics of urban street gangs. [M7A1: Discussion, M7A2: Discussion, M7A3: Final Exam]
- **Assess** the role of leadership and gang membership. [M7A1: Discussion, M7A2: Discussion, M7A3: Final Exam]
- **Explain** the role of sanctions and gang expectations. [M7A1: Discussion, M7A2: Discussion, M7A3: Final Exam]
- **Define** drug use and drug abuse. [M7S1, M7A1: Discussion, M7A2: Discussion, M7A3: Final Exam]
- **Discuss** prevention methods that target juvenile drug users. [M7A1: Discussion, M7A2: Discussion, M7A3: Final Exam]
- **Examine** theoretical explanations for the onset of drug use. [M7A1: Discussion, M7A2: Discussion, M7A3: Final Exam]