



Course Number and Title: CRJ 224 Juvenile Justice

Campus Location:

Georgetown, Dover, Stanton

Effective Date:

2021-51

Prerequisite:

ENG 101, CRJ 101, PSY 121

Co-Requisites:

None

Course Credits and Hours:

3.00 credits

3.00 lecture hours/week

0.00 lab hours/week

Course Description:

This course examines the legal, social, and psychological factors affecting juvenile delinquent behavior.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

None

Schedule Type:

Classroom Course

Online Course

Disclaimer:

None

Core Course Performance Objectives (CCPOs):

1. Explain general theories of juvenile delinquency. (CCC 1, 2, 3; PGC 1, 4)
2. Apply general theories to juvenile delinquency. (CCC 1, 2, 3, 5, 6; PGC 1, 2, 3, 4)
3. Identify the components of juvenile prevention programs. (CCC 1, 2, 3, 4; PGC 1, 2, 3, 4)
4. Differentiate the components of juvenile delinquency treatment programs. (CCC 1, 2, 3, 4; PCG 1, 2, 3, 4)
5. Describe judicial and correctional systems for juvenile delinquents. (CCC 1, 2, 3, 5; PGC 1, 2, 4, 5)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Explain the general theories of juvenile delinquency.
 1. Describe the components of choice theory.
 2. Identify the classical school of criminology's contribution to choice theory.
 3. Explain trait theories, including cognitive, biosocial, and psychological views.
 4. Identify the main components of social structure theories, including social disorganization, strain, and cultural deviance theories.
 5. Identify the main components of social process theories, including social learning, social control, and social reaction/labeling theories.
 6. Compare and contrast primary and secondary deviance.
 7. Explain the basic concepts of the general theory of crime as it relates to adolescent criminality.
 8. Explain the social factors that lead to delinquency.
2. Apply general theories to juvenile delinquency.
 1. Describe gender differences in development.
 2. Compare and contrast trait views versus socialization views of delinquency.
 3. Explore theories of female delinquency.
 4. Explain the role of gender bias in the juvenile justice system.
 5. Identify contemporary trait views of gender socialization and its influence on delinquency.
 6. Describe the changing structure of families.
 7. Explain how family relationships, especially those with parents, influence adolescent behavior.
 8. Identify factors that contribute to child abuse and the cycle of violence.
 9. Explore the connection between academic performance, parental support, and delinquency.
 10. Describe the characteristics of contemporary gangs.
 11. Explore the factors that contribute to youth involvement in gangs.
 12. Describe the different forms of criminality associated with gangs.
 13. Describe the connection between drug use and delinquent behavior.
3. Identify the components of juvenile prevention programs.
 1. Identify delinquency prevention strategies from a choice and trait theory perspective, including general deterrence, specific deterrence, and situational crime prevention.
 2. Describe delinquency prevention strategies from the sociological perspective.
 3. Describe delinquency prevention strategies from a social structure and social process perspective.
4. Differentiate the components of juvenile delinquency treatment programs.
 1. Compare and contrast the historical and modern day philosophy and goals of juvenile corrections and rehabilitation.
 2. Discuss the different treatment needs of institutionalized juvenile males and females.
 3. Describe the mental health needs of juvenile offenders.
 4. Compare and contrast residential and non-residential community treatment programs.
5. Describe judicial and correctional systems for juvenile delinquents.
 1. Describe the legal procedures used during a juvenile detention hearing.
 2. Discuss the process of diversion and the benefits and disadvantages of diversion.
 3. List the various types of probation, and describe the revocation process.
 4. Trace the development of waiving juveniles to adult court.
 5. Define *adjudication*, and describe the process.
 6. Explain the Constitutional rights of juveniles.
 7. State the duties, responsibilities, and skills needed of a juvenile probation officer

Evaluation Criteria/Policies:

The grade will be determined using the Delaware Tech grading system:

90	-	100	=	A
80	-	89	=	B
70	-	79	=	C
0	-	69	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Summative: Exam 1	15%
Summative: Exam 2	15%
Summative: Exam 3 (cumulative)	20%
Summative: Research Paper/Project	10%
Formative Assessments	40%
Assignments/Quizzes (weighted equally)	
TOTAL	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Discuss criminal justice professionalism in the performance of duties.
2. Articulate the function and interaction of criminal justice agencies and organizations.
3. Explain interviewing, counseling, and crisis intervention techniques with diverse criminal justice populations.
4. Apply knowledge of causation and correction to juvenile or adult offenders.
5. Describe the legal principles and practices of criminal and constitutional law.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.