



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
CRJ 212	Juvenile Justice	3
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
3 Lecture Hours	None	Spring 2022
<u>Catalog description:</u>		

Overview of the major issues in the field of juvenile justice, including causes of delinquency and the development of modern treatment methods. Emphasis on the delinquent's relationships with family, school, peers, and the juvenile justice system.

General Education Category:
Not GenEd

Course coordinator:
Cavit Cooley
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Required texts & Other materials: Please reference your professor's syllabus for the exact learning materials and or textbook for the semester; do not order or purchase any learning material or textbooks until contacting your professor and or reviewing the syllabus. The following has been used at some time but may not be currently required:

Juvenile Justice in America, 8th Edition
Author: Bartollas
Publisher: Pearson
2017

Course Student Learning Outcomes (SLO):

Upon successful completion of this course, the student will be able to:

1. Identify and describe the significance of the contemporary juvenile justice system as it relates to the overall criminal justice system. [Supports ILG 5,11; PLO 1, 2, 4]
2. Explain the major structure, process, and operation of the juvenile justice system. [Supports ILG 11; PLO 2, 4]
3. Analyze and critically evaluate the major theories of causes of juvenile delinquency, including sociological, psychological, environmental, economic, etc. [Supports ILG 5, 7, 9,11; PLO 3]
4. Demonstrate an understanding of the legal and historical background of delinquency in America. [Supports ILG 7,11; PLO 1, 3]
5. Analyze and explain problems confronting the various agencies that work with the juvenile offender. [Supports ILG 8, 9, 11; PLO 2, 4]

6. Identify and analyze definitions and measurements of juvenile delinquency. [Supports ILG 11; PLO 1

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Criminal Justice (Corrections Option)(PLO)

1. Discuss the history and philosophy of the components of the criminal justice system
2. Discuss the role of corrections officer in contemporary America.
3. Compare and contrast historically the philosophies of rehabilitation and punishment.
4. Describe both traditional and new practices being employed in correctional institutions.

Units of study in detail – Unit Student Learning Outcomes:

Unit I **The History, Cause and Extent of Juvenile Justice** [Supports Course SLO 1, 2, 3, 4, 5, 6]

Learning Objectives

The student will be able to:

Childhood and Delinquency

- Survey problems of youth in American culture.
- Develop an understanding of the history of childhood.
- Compare and analyze the *juvenile delinquent* and *status offender*.
- Categorize parental responsibility laws
- Analyze and compare the efforts being made to reform status offense laws.

The History and Development of Juvenile Justice

- Compare and differentiate the major social changes leading to creation of the first modern juvenile court in Chicago in 1899.
- Compare and analyze the landmark Supreme Court decisions that have influenced present-day juvenile justice procedures.
- Survey the nature of delinquency cases being processed in juvenile court.
- Identify how children are processed by the juvenile justice system beginning with investigation and arrest and concluding with reentry into society.
- Distinguish key similarities and differences between the adult and juvenile justice systems.
- Classify the pressing issues in the future of juvenile justice.

The Nature and Extent of Delinquency

- Understand how the FBI's Uniform Crime Report (UCR) is compiled.
- Analyze recent trends in juvenile delinquency.

- Distinguish how self-report data are collected and analyze what they say about juvenile crime.
- Compare and distinguish the factors that affect the juvenile crime rate.
- Categorize a variety of demographic variables (age, gender, race, social class, etc.) as they relate to delinquency.
- Classify the chronic persistent offender
- Survey the relationship between childhood and victimization.

Theoretical Views of Delinquency:

- Define scientific theory.
- Discuss how theories are developed and tested.
- Distinguish and compare classical theory as it relates to delinquency
- Identify and compare biological theory as it relates to delinquency.
- Distinguish and compare psychological theory as it relates to delinquency.
- Analyze and compare classical theory as it relates to delinquency.

Unit II **Specific Issues In Delinquency [Supports Course SLO 2, 3, 4, 5]**

Learning Objectives

The student will be able to:

Gender and Delinquency

- Survey the changes in the female delinquency rate.
- Analyze and understand the cognitive differences between males and females.
- Compare and differentiate the differences in socialization between males and females and how this may affect their behavior.
- Compare, identify and discuss the early work on gender, delinquency, and human traits.
- Differentiate how the treatment girls receive by the juvenile justice system differs from the treatment of boys.

The Family and Delinquency

- Survey the link between family relationships and juvenile delinquency.
- Differentiate the complex association between family breakup and delinquent behavior.
- Identify why families in conflict produce more delinquents than those that function harmoniously
- Categorize the nature and extent of abuse.
- Analyze the complex system of state intervention in abuse cases.
- Distinguish the association between child abuse and delinquent behavior.

Peers and Delinquency: Juvenile Gangs and Groups

- Survey the development of peer relations.
- Classify the concept of *the gang*.
- Compare, discuss, and analyze the various theories of gang development.
- Analyze how societies are undertaking gang prevention and suppression.

Schools and Delinquency

- Categorize the association between school failure and delinquency.
- Compare and analyze the reasons why kids drop out of school.
- Differentiate the nature of school crime and school shootings.
- Compare and distinguish the various school-based delinquency prevention efforts.

- Analyze the legal rights of students.

Drug Use and Delinquency

- Classify the nature and extent of the drug problem among American youth.
- Compare and analyze the main explanations for why youths take drugs.
- Recognize and differentiate the different behavior patterns of drug-involved youths.
- Survey the relationship between drug use and delinquency.
- Compare and analyze the major drug-control strategies.

Unit III The Operation of Juvenile Justice [Supports Course SLO 1, 2, 4, 5]

Learning Objectives

The student will be able to:

Police work with Juveniles

- Compare and distinguish key historical events that have shaped juvenile policing in America today.
- Classify key roles and responsibilities of the police in responding to juvenile offenders.
- Differentiate the organization and management of police services for juveniles.
- Compare and analyze major court cases that have influenced police practices.
- Identify key legal aspects of police-work, including search and seizure and custodial interrogation, and how they apply to juveniles.
- Categorize police use of discretion and factors that influence discretion.
- Compare and analyze the major policing strategies to prevent delinquency.

Juvenile Court Process: Pretrial, Trial, and Sentencing

- Identify the roles and responsibilities of the main players in the juvenile court.
- Classify key issues of the pre-adjudicatory stage of juvenile justice, including detention, intake, diversion, pretrial release, plea bargaining, and waiver.
- Differentiate the pros and cons of waiving youths to adult court.
- Categorize key issues of the trial stage of juvenile justice, including constitutional rights of youths and disposition.
- Analyze the pros and cons of confidentiality in juvenile proceedings and privacy of juvenile records.

Juvenile Corrections: Probation, Community Treatment, and Institutionalization

- Compare and distinguish community treatment and institutional treatment for juvenile offenders.
- Categorize the concept of juvenile probation.
- Survey the concept of juvenile aftercare.
- Analyze various juvenile institutions.

Evaluation of student learning:

Students should be given a variety of opportunities for course participation. This should include oral discussions and/or presentations, examinations, and research writing. The student will be given at least (2) examinations during the course of the term with the dates and format to be decided by the instructor. Examinations may include an essay component. Students will be given adequate advance notice of the dates and the topics in each examination. The student may also be required to write at least one research assignment. The research assignment will be a book review of an important criminal justice book, a summary of an interview with a primary

worker in the criminal justice system, or a research paper on a specific issue in criminal justice. The instructor will determine the percentage of the examinations, the research paper, and class participation in the computation of each student's grade.

<u>Scale</u>	A =	93-100%
	A- =	90- 92%
	B+=	87- 89%
	B =	83- 86%
	B- =	80- 82%
	C+=	77- 79%
	C =	70- 76%
	D =	60- 69%
	F =	0- 59%

Teaching- learning methods employed shall include lectures, discussions, supplemented by appropriate related texts, and audio- visual medial. Guest speakers (practitioners) and other academicians are considered to be beneficial to keep the course current and meaningful. Field trips when and wherever possible may be utilized.