
COURSE PREFIX/NUMBER: CRJ 145
COURSE TITLE: Juvenile Delinquency
LECTURE HOURS/WEEK: 3.0
LAB HOURS/WEEK: 0.0
CREDIT HOURS: 3.0

[Distance Learning Attendance/VA Statement](#)
[Textbook Information](#)

COURSE DESCRIPTION

This course includes a survey of the sociological, biological, and psychological theories involved in juvenile delinquency, modern trends in prevention, and treatment.

COURSE COMPETENCIES

Module 1: Primary Prevention Efforts: Early Childhood

1. Discuss the history of childhood and delinquency.
2. Critique the concept of “*parens patriae*.”
3. Differentiate between delinquency and status offending.
4. Identify juvenile curfew laws.
5. Recognize the factors that affect the juvenile crime rate.
6. Assess the factors that cause racial differences in delinquency.
7. Evaluate the relationship between childhood and victimization.
8. Explain *specific deterrence* and how it differs from *general deterrence*.
9. Formulate biochemical, neurological, and genetic links to delinquency.
10. Critique how, according to the behavioral perspective, watching violent media causes violent behaviors.
11. Apply the concept of strain and anomie to juvenile delinquency.
12. Identify the role that social conflict plays in creating an environment that breeds antisocial behaviors.
13. Discuss the concept of developmental theory.
14. Describe what is meant by interactional theory
15. Evaluate the concepts of impulsivity and self-control.

Module 2: Secondary Prevention Efforts: Family and Community

1. Assess the changes in the female delinquency rate.
2. Discuss the early work on gender, delinquency, and human traits.
3. Evaluate the views of contemporary socialization theorists.
4. Critique the complex association between family breakup and delinquent behavior.
5. Identify the concept of child abuse.
6. Analyze the association between child abuse and delinquent behavior.
7. Discuss the concept of the gang.

8. Explain the nature and extent of gang activity.
9. Describe the legal rights of students.
10. Assess which are the drugs most frequently abused by American youth.
11. Formulate the main explanations for why youths take drugs
12. Describe the relationship between drug use and delinquency.
13. Argue the pros and cons of government using different drug-control strategies.

Module 3: The Role of the Juvenile Justice System

1. Identify landmark Supreme Court juvenile justice procedure decisions.
2. Discuss conflicting values in contemporary juvenile justice.
3. Explain key similarities and differences between the adult and juvenile justice systems.
4. Analyze key roles and responsibilities of the police in responding to juvenile offenders.
5. Describe key legal aspects of police work.
6. Apply concepts in police use of discretion and factors that influence discretion.
7. Argue the pros and cons of waiving youths to adult court.
8. Gather opposing and promoting arguments opposed to and in favor of the death penalty for juveniles.
9. Debate the pros and cons of confidentiality in juvenile issues.
10. Differentiate between community and institutional treatment for juvenile offenders.
11. Explain the principle of *least restrictive alternative*.
12. Identify various juvenile correctional treatment approaches and their impact on recidivism.
13. Evaluate the concept of *right to treatment* for institutionalized juveniles

MINIMAL STANDARDS

CRJ 145 is designed for completion in one semester. A final grade of “C” must be earned for successful completion of this course. Failure to accumulate enough points for a letter grade of “C” would mean that competencies for the course have not been adequately met. Therefore, students earning a final grade lower than C must repeat the course. All assignments/assessments are expected to be submitted and completed within the specified time frame. Late work will be accepted at the discretion of the instructor and will be outlined in the addendum to the syllabus.

COURSE REQUIREMENTS

Attendance Policy

The Attendance Policy contained in the College Catalog and Handbook will be enforced. Students are responsible for all material covered and for all assignments made in all classes. Students are responsible for attending all scheduled meetings in the courses in which they are enrolled until they have completed all course requirements.

Withdrawal from a Course

A student may withdraw from a course until midterm with a grade of “W.” To withdraw from a course, the student obtains a Request for Withdrawal from their instructor or from Student Services. To withdraw after midterm and receive a grade of “W,” the student must personally see the instructor for approval. All other students will receive a grade of “WF.”

The instructor may initiate a withdrawal from class if student:

- has not been in contact with the instructor within the first two (2) weeks of the term
- has not submitted assignments as specified
- has not completed assignments in proctored setting as specified
- has been absent from a class more than 20 percent of the hours assigned

Policy on Academic Dishonesty

The policies stated in the York Technical College Catalog and Handbook will be enforced. Any student involved in cheating or any other form of academic dishonesty will be given a grade of zero and will be subject to further disciplinary action. Academic dishonesty includes using another's work or words without giving proper credit to the source and cheating on tests and other assignments.

EVALUATION STRATEGIES/GRADING:

Competencies will be evaluated with objective and/or essay exams and written components. All assignments carry a specific point value. The final grade is computed by totaling points earned on all assignments.

Grading Scale

All assignments carry a specific point value. The final grade is computed by totaling points earned on all assignments. The letter grade will be assigned according to the total number of points earned as follows:

Grade/Point Value

900-1000	A
800-899	B
700-799	C
600-699	D
0-599	F

Module Grading Breakdown

Module 1 Exam	20%	200 points
Module 2 Exam	20%	200 points
Module 3 Exam	20%	200 points
Research Project	20%	200 points
Written Assignment	20%	200 points

ENTRY LEVEL SKILLS: Not Applicable

PREREQUISITES: RDG 100 and ENG 100 or equivalent test scores

CO-REQUISITES: None

Disabilities Statement: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Special Resources Offices (SR) at 803-327-8007 in the 300 area of Student Services. The SRO coordinates reasonable accommodations for students with documented disabilities.