<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 212</td>
<td>Juvenile Justice</td>
<td>3</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Hours:</th>
<th>Co- or Pre-requisite</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>lecture/Lab/Other</td>
<td>None</td>
<td>Spring/2019</td>
</tr>
<tr>
<td>3 lecture hours</td>
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**Catalog description**

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.

**Is course New, Revised, or Modified?** Revised

**Required texts/other materials:** Reference Business and Technology Course List.

**Revision date:** Spring 2020

**Course coordinator:**
Cavit Cooley
(609)570-3625
cooleyc@mccc.edu

**Information resources:** Reference Criminal Justice Library Materials List

**Other learning resources:** No tutoring or study groups at this time.

**Course Competencies/Goals:**

*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.
2. Explain the major structure, process, and operation of the juvenile justice system.
3. Analyze and critically evaluate the major theories of causes of juvenile delinquency, including sociological, psychological, environmental, economic, etc.
4. Demonstrate an understanding of the legal and historical background of delinquency in America.
5. Analyze and explain problems confronting the various agencies that work with the juvenile offender.
6. Identify and analyze definitions and measurements of juvenile delinquency.
Course-specific General Education Knowledge Goals and Core Skills.

**General Education Knowledge Goals**

- **Goal 1. Communication.** Students will communicate effectively in both speech and writing.
- **Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
- **Goal 3. Science.** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
- **Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- **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.
- **Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
- **Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
- **Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.
- **Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

**Course is not a General Education Course but does address the aforementioned areas as follows.**

Students:
- will be competent in critical and quantitative thinking and problem solving;
- will have been immersed in the critical study of what it means to be human;
- will have read, evaluated, appreciated and written about a wide range of texts and experiences;
- will have learned how to integrate their learning into a lifelong process of understanding themselves, others, and the world;
- will have learned how to contribute toward a better future for themselves and for others.

Written and Oral Communication in English: Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

- Students will read, write, and listen actively, critically, and reflectively.
- Students will logically, informatively, persuasively, and creatively respond orally and/or in writing to what they read, hear, and see.
- Students will evaluate and revise their written and/or oral communication.
- Students will write and speak clearly and effectively in formal American English.
- Students will understand, analyze, and assess nonverbal, cultural, and gender communication in both small group and public communication settings.

Society and Human Behavior:
- Students will analyze and appreciate how social and political institutions and organizations influence individual development and behavior.
- Students will demonstrate an understanding of the ways social scientists gather and analyze data, integrate knowledge, and draw conclusions, and will engage with these processes.

Historical Perspective: Students will analyze events and movements in western, world, and American societies and assess their subsequent historical significance.

- Students will demonstrate an understanding of the causes of major historical events and analyze the impact of those events on a nation or civilization.
- Students will critically interpret primary and secondary historical documents and critically evaluate the influence of perspective, time, and culture on the writers’ point of view.
• Students will explain major ideas, movements, and technological discoveries, and their impact on western, world, and American society.

Humanities: Students will analyze and interpret texts, ideas, imageries, and discourse systems in literature, philosophy, and religious studies. Students will encounter, identify, and engage with the human values, traditions, beliefs, and perspectives that these resources reflect.

• Students will read texts which enable them to identify and critically and creatively engage with significant themes of meaning and value across a range of traditions.
• Students will demonstrate an awareness of interactions between significant themes and their contexts. These contexts include history, culture, and definitions of personal and communal identity.
• Students will engage actively with the materials, methods, and resources of human imagination. They will draw upon the literary arts and the study of philosophical and religious systems of thought and practice in order to extend their own strengths of cultural, historical, and intellectual imagination.
• Through their interaction with texts, students will apply their understanding to discovering and articulating connections between the texts and their personal senses of their own past, present, and future.

Diversity and Global Perspective: Students will analyze the importance of a global perspective and culturally diverse peoples.

• Students will link culture, its practices and perspectives, with its geographical and/or historical conditions.
• Students will analyze how the differences in people’s background are important to American society.
• Students will evaluate the consequences of prejudicial attitudes and discriminatory actions.
• Students will analyze the impact of globalization on the economic and political structures of various nations and cultures.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

MCCC Core Skills A, B, C, D, E, F, and G are addressed in the following Units of Study. This Course is not designated as a General Education Course.
I. Childhood and Delinquency
   Learning Objectives: The student will:
   1. Analyze problems of youth in American culture.
   2. Develop an understanding of the history of childhood.
   3. Compare and analyze the juvenile delinquent and status offender.
   4. Analyze parental responsibility laws.
   5. Analyze and compare the efforts being made to reform status offense laws.

II. The Nature and Extent of Delinquency
   Learning Objectives: The student will:
   1. Understand how the FBI’s Uniform Crime Report (UCR) is compiled.
   2. Analyze recent trends in juvenile delinquency.
   3. Understand how self-report data are collected and analyze what they say about juvenile crime.
   4. Compare and analyze the factors that affect the juvenile crime rate.
   5. Analyze a variety of demographic variables (age, gender, race, social class, etc.) as they relate to delinquency.
   6. Analyze the chronic persistent offender.
   7. Analyze the relationship between childhood and victimization.

III. Theoretical Views of Delinquency:
   Learning Objectives: The student will:
   1. Define scientific theory. Discuss how theories are developed and tested.
   2. Analyze and compare classical theory as it relates to delinquency.
   3. Analyze and compare biological theory as it relates to delinquency.
   4. Analyze and compare psychological theory as it relates to delinquency.
   5. Analyze and compare classical theory as it relates to delinquency.

IV. Gender and Delinquency
   Learning Objectives: The student will:
   1. Analyze the changes in the female delinquency rate.
   2. Analyze and understand the cognitive differences between males and females.
   3. Compare and analyze the differences in socialization between boys and girls and how this may affect their behavior.
   4. Compare, analyze and discuss the early work on gender, delinquency, and human traits.
   5. Analyze how the treatment girls receive by the juvenile justice system differs from the treatment of boys.

V. The Family and Delinquency
   Learning Objectives: The student will:
   1. Analyze the link between family relationships and juvenile delinquency.
   2. Analyze the complex association between family breakup and delinquent behavior.
   3. Analyze why families in conflict produce more delinquents than those that function harmoniously.
   4. Analyze the nature and extent of abuse.
   5. Analyze the complex system of state intervention in abuse cases.
   6. Analyze the association between child abuse and delinquent behavior.

VI. Peers and Delinquency: Juvenile Gangs and Groups
   Learning Objectives: The student will:
   1. Analyze the development of peer relations.
   2. Analyze the concept of the gang.
3. Compare, discuss, and analyze the various theories of gang development.
4. Analyze how societies are undertaking gang prevention and suppression.

VII. Schools and Delinquency
Learning Objectives: The student will:
1. Analyze the association between school failure and delinquency.
2. Compare and analyze the reasons why kids drop out of school.
3. Analyze the nature of school crime and school shootings.
4. Compare and analyze the various school-based delinquency prevention efforts.
5. Analyze the legal rights of students.

VIII. Drug Use and Delinquency
Learning Objectives: The student will:
1. Analyze the nature and extent of the drug problem among American youth.
2. Compare and analyze the main explanations for why youths take drugs.
3. Recognize and analyze the different behavior patterns of drug-involved youths.
4. Analyze the relationship between drug use and delinquency.
5. Compare and analyze the major drug-control strategies.

IX. The History and Development of Juvenile Justice
Learning Objectives: The student will:
1. Compare and analyze the major social changes leading to creation of the first modern juvenile court in Chicago in 1899.
2. Compare and analyze the landmark Supreme Court decisions that have influenced present-day juvenile justice procedures.
3. Analyze the nature of delinquency cases being processed in juvenile court.
4. Analyze how children are processed by the juvenile justice system beginning with investigation and arrest and concluding with reentry into society.
5. Analyze key similarities and differences between the adult and juvenile justice systems.
6. Analyze the pressing issues in the future of juvenile justice.

X. Police work with Juveniles
Learning Objectives: The student will:
1. Compare and analyze key historical events that have shaped juvenile policing in America today.
2. Analyze key roles and responsibilities of the police in responding to juvenile offenders.
3. Analyze the organization and management of police services for juveniles.
4. Compare and analyze major court cases that have influenced police practices.
5. Analyze key legal aspects of police-work, including search and seizure and custodial interrogation, and how they apply to juveniles.
6. Analyze police use of discretion and factors that influence discretion.
7. Compare and analyze the major policing strategies to prevent delinquency.

XI. Juvenile Court Process: Pretrial, Trial, and Sentencing
Learning Objectives: The student will:
1. Analyze the roles and responsibilities of the main players in the juvenile court.
2. Analyze key issues of the pre-adjudicatory stage of juvenile justice, including detention, intake, diversion, pretrial release, plea bargaining, and waiver.
3. Analyze the pros and cons of waiving youths to adult court.
4. Analyze key issues of the trial stage of juvenile justice, including constitutional rights of youths and disposition.
5. Analyze the pros and cons of confidentiality in juvenile proceedings and privacy of juvenile records.

XII. Juvenile Corrections: Probation, Community Treatment, and Institutionalization

Learning Objectives: The student will:
1. Compare and analyze community treatment and institutional treatment for juvenile offenders.
2. Analyze the concept of juvenile probation.
3. Analyze the concept of juvenile aftercare.
4. 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 two (2) examinations during the course of the term with the dates and format to be decided by the instructor. Examinations should 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 work in juvenile justice, a summary of an interview with any primary worker in the juvenile justice system, or a research paper on a specific issue in juvenile justice. The percentage of examinations, the research paper, and class participation in the computation of each student’s grade will be determined by the instructor.

Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100 %</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92 %</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89 %</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86 %</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82 %</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79 %</td>
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<tr>
<td>C</td>
<td>70 – 76 %</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69 %</td>
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<tr>
<td>F</td>
<td>0 – 59 %</td>
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Teaching-learning methods employed shall include lectures, discussions supplemented by appropriate related texts, and audio-visual media. 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.

Academic Integrity Statement:

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty. The complete academic policy and implications can be found at http://mlink.mccc.edu/omb/OMB210.pdf.