

COURSE SYLLABUS

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| Social & Behavioral Sciences | 3651 | Juvenile Delinquency |
| Department | Course No. | Course Title |
| 3 | On line | |
| Credit Hrs. | # Lecture hours/week | |
| Prepared by | Ronald Brone, Ph.D. | Fall 2014 |
| | Faculty Member | Date |
| Course prerequisites: | Prerequisite: Eligible for ENG*101. | |
| Course Location (building/room number): | On line | |
| Meeting time (days/hours): | NA | |

TEXTBOOKS AND OTHER REQUIRED READINGS/COMPUTER SOFTWARE/MATERIALS/LIBRARY RESERVE ROOM:

Juvenile Delinquency: Theory, Practice, and Law, 12th edition, Wadsworth, Cengage Learning, ISBN: 9781285458403

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| <u>Office Location</u> | Middletown Campus, Snow Hall, room 508 | Office Hours: | By appointment |
| <u>Office Telephone:</u> | (Cell) 860 685-1407 | Office e-mail: | rbrone@mxcc.com commnet.edu |

EVALUATION (EXAMS, TERM PAPERS, PROJECTS, ETC., AND PERCENTAGES TOWARDS FINAL GRADES):

There will be 3 tests, each worth 20%; 12 discussions, each worth 2%; and 1 research paper, worth 16%. If you do not take a test or submit the research paper on the date specified, 10% will be deducted if you do not have a doctor's excuse or documentation of some other unforeseeable circumstance, since it is not fair to the rest of the class that anyone has extra time to prepare. The longer it takes for you to make up the test, the greater the penalty.

UNIT OUTLINES/UNIT OBJECTIVES/EXPECTED OUTCOMES/ASSESSMENT MEASURES:

This course examines the meaning of the concept of juvenile delinquency. Considered are the relationships between social attitudes and definitions of youthful law violations, along with studies on various forms of delinquency. Also analyzed are the diverse theoretical interpretations of delinquency including sub cultural theories, bodily-related factors, emotional pressures and environmental pressures.

TUTORING

We have a Learning Center (860 343-5858) on campus that provides free tutoring. I am also available for tutoring (by appointment). You may call me on my cell (860-685-1407).

ON-LINE RESOURCES

The textbook and other resources can be accessed on line at <https://login.cengage.com/cb/login.htm>.

EXAMINATIONS

Each of the 3 exams will be multiple choice and/or true/false. The material covered in the exams will be drawn from the textbook and PowerPoint presentations.

DISCUSSIONS

You will be required, by midnight on the day the discussion topic is due, to have posted your own original comment on the topic and to have commented on the posts of at least 2 of your classmates. In order to receive full credit, your original comment must address the discussion topic in a manner that draws on the information presented in the book and PowerPoint presentations. Your comment and your feedback to peers must be well thought out and fully explained. Simple one-line responses will not earn full credit – you must show an understanding of and thoughtful response to the topic.

RESEARCH PAPER

Each chapter of your text begins with a dramatic, high profile case of juvenile offending behavior. You will be required to write a 5 - 6 page research paper on any one of these cases. The goal is to research the case beyond what is summarized in your text. Please specify the details of the offense. As much as possible discuss the background of the perpetrators, focusing on any risk factors that may have led to the offending behavior. Discuss the possible causes of their behavior, linking this discussion to the various theories regarding the causes of delinquency presented throughout the class. Do you think your perpetrator should be processed as an adult by the legal system? Why or why not? Do you think they can be rehabilitated? You will be required to cite at least 3 references (other than your textbook). In order to receive full credit, you must e-mail the paper by midnight on Dec 7. The paper is worth 16 points. Late papers will be accepted, but will be marked down due to lateness.

WEEKLY ASSIGNMENTS

| <u>Week of</u> | <u>Topic</u> | <u>Reading/Assignment</u> |
|----------------|--|---------------------------|
| 8/27 | Childhood and Delinquency Discussion 1 due 8/31 | Chapter 1 |
| 8/31 | The Nature and Extent of Delinquency Discussion 2 due 9/7 | Chapter 2 |
| 9/7 | Individual Views of Delinquency Discussion 3 due 9/14 | Chapter 3 |
| 9/14 | Social Structure, Process, Culture And Delinquency Discussion 4 due 9/21 | Chapter 4 |
| 9/21 | Social Reaction, Conflict and Delinquency Discussion 5 due 9/28 | Chapter 5 |
| 9/28 | EXAM 1 Available Oct 1 – Oct 5 | Chapters 1-5 |
| 10/5 | Developmental Theories of Delinquency: Life-Course, Latent Trait and Trajectory Discussion 6 due 10/12 | Chapter 6 |
| 10/12 | Gender and Delinquency Discussion 7 due 10/19 | Chapter 7 |
| 10/19 | The Family and Delinquency: Discussion 8 due 10/26 | Chapter 8 |
| 10/26 | Peers and Delinquency: Juvenile Gangs and Groups Discussion 9 due 11/2 | Chapter 9 |
| 11/2 | EXAM 2 Available Nov 5 – Nov 9 | Chapters 6-9 |
| 11/9 | Schools and Delinquency | Chapter 10 |

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| | Discussion 10 due 11/16 | |
| 11/16 | Drug Use and Delinquency Discussion 11 due 11/23 | Chapter 11 |
| 11/23 | Delinquency Prevention: Social and Developmental Perspectives Discussion 12 due 11/30 | Chapter 12 |
| 11/30 | Juvenile Justice: Then and Now | Chapter 13 |
| 12/7 | Research paper due!! | |
| 12/14 | EXAM 3 Available Dec 12 – Dec 16 | Chapters 10-13 |

MxCC CORE COMPETENCIES – This class will include each of these competencies.

1. **COMMUNICATION SKILLS:** Communication skills include reading, writing, speaking and research. We expect our graduates will have good critical reading skills so that they can discriminate between primary and secondary sources and between more and less important ideas in what they read. We expect our students to write and speak clear, correct expository English to communicate their ideas as well as to frame sensible arguments to support their points of view in an intelligent, thoughtful and civilized way. Communication is an interactive process through which there is an exchange of verbal and/or nonverbal information.

This course includes reading material and on-line discussions. A research paper is assigned and college-level writing is expected.

2. **CONCEPTUAL SKILLS/CRITICAL THINKING SKILLS:** Conceptual skills refer to organized, responsive and critical thought. Many educators and philosophers define critical thinking as skillful, responsible, reflective thinking that facilitates good judgment because it: a) relies upon criteria developed or assessed, b) is self-correcting, and c) is sensitive to context. Critical thinkers can distinguish between fact, inference, and opinion; construct worthwhile questions; arrive at and justify conclusions; prioritize ideas; apply strategies for dealing with error, improbability and ambiguity; value, and access information including that derived from textbooks, lectures and electronic media; give and accept criticism constructively.

This course studies the various factors involved in delinquent behavior and challenges the student to appreciate this complicated concept. In the assigned discussions, students will need to be able to present ideas discussed in class and/or in their text, but also express their own views on the topic. For the research paper students will need to gather information on a topic from outside sources and consolidate this information into a clear, well-written research paper.

3. **QUANTITATIVE REASONING:** Quantitative reasoning helps us learn about reality by applying measurement, mathematics, data collection and evaluation to the study of specific problems. Quantitative reasoning involves several skills or abilities: 1) to describe research problems or questions in terms of numerical, symbolic, and visual representation; 2) to solve problems by collecting and analyzing data, formulating alternative theories, and making reasonable conclusions based upon a body of evidence; 3) to communicate and critique quantitative arguments.

This course will study methods of research and results within the field of juvenile delinquency. Strengths and limitations of the various research methods will be discussed.

4. **TECHNOLOGICAL LITERACY:** Technological literacy requires us to understand the potential and limitations of technology and to identify and effectively use the appropriate technology to achieve a desired outcome.

This course will incorporate technological teaching tools such as PowerPoint presentation and discussions.

5. **INFORMATION LITERACY:** Information literacy encompasses skills that enable individuals to determine when information is needed, efficiently access information, critically evaluate information and its sources, apply legal and ethical standards in using information, and appropriately apply information to one's needs.

This course enables critical thinking via on-line discussions and submitting a research paper.

6. **AESTHETIC PERSPECTIVES:** The most elusive area in a well-rounded education is that of aesthetics. Students should be aware of aesthetics both in daily life and in the context of their academic studies. Aesthetics encompasses forms of personal expression both in the natural world and in the world of man-made things (building, objects of art, etc.). In addition, aesthetics can be seen in more abstract, universal constructs such as symmetry of an equation or the balanced physical structures of an atom. Students should be able to analyze and formulate opinions about the principles of design behind these formal and expressive structures.
7. **UNDERSTANDING OF DIVERSITY:** Diversity means difference. People may be different with respect to their ethnicity, race, culture, religion or national origin. Or these differences may be social and personal such as class, age, gender, sexual orientation, disability, or appearance. We hope our graduates are able to recognize and appreciate these and other differences. Psychology embraces a global perspective in presenting issues of diversity concerning cultural awareness, gender, ethnicity, sexuality and age.

This course looks at diversity as it pertains to delinquent behavior. The problem of disproportionate minority contact within the juvenile justice system has received much attention and will be discussed throughout the course.

8. **VALUE, ETHICS, AND RESPONSIBLE CITIZENSHIP:** Psychology will help the student to recognize and analyze ethical issues, make and defend ethical decisions, demonstrate ethical behavior and social responsibility by engaging community, social, civic, or cultural service.

This course will especially look at ethics regarding the incarceration, treatment and rehabilitation of juvenile delinquents.

ADA ACCOMMODATIONS STATEMENT:

“Students with physical or learning disabilities who may require accommodations are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each semester. Instructors, in conjunction with appropriate college officials, will provide assistance and/or accommodations only to those students who have completed this process.”

ACADEMIC HONESTY STATEMENT:

“At Middlesex Community-Technical College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees’ Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees’ Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another’s idea(s) or phrase(s) and representing that/those ideas as your own, either intentionally or unintentionally.” (Board of Trustees’ Policy 5.2.1)”

ACCOMMODATION STATEMENT:

“If your religious obligations conflict with the course calendar requirements, and if you wish to request an accommodation, you must make your request in writing prior to the date of the assessment or activity you will miss and preferably at the beginning of the semester. When requesting a make-up quiz, test, exam, assignment, or activity, state the reason for your request and the date(s) on which your religious obligation(s) will conflict with the course calendar requirements. Also, if your religious obligation/holiday is unfamiliar to your instructor, you may be asked to provide a calendar which shows the published date(s) of your religious observance(s) or holiday(s).”