

Washtenaw Community College Comprehensive Report

SOC 250 Juvenile Delinquency Effective Term: Fall 2022

Course Cover

College: Humanities, Social and Behavioral Sciences

Division: Humanities, Social and Behavioral Sciences

Department: Behavioral Sciences

Discipline: Sociology

Course Number: 250

Org Number: 11230

Full Course Title: Juvenile Delinquency

Transcript Title: Juvenile Delinquency

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Consultation with all departments affected by this course is required.

Course description

Outcomes/Assessment

Objectives/Evaluation

Rationale: Update outcomes to reflect course content.

Proposed Start Semester: Fall 2022

Course Description: In this course, students will focus on the developmental process of pre-adolescence and adolescence from a sociological and cultural viewpoint. The impact of the social environment and group forces that may lead to various behavioral disturbances are analyzed and related sociological principles are discussed. Effective strategies for working with youth from a variety of perspectives (parents, teachers, law enforcement and youth organization leaders) will be discussed.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites

General Education

MACRAO

MACRAO Social Science

General Education Area 5 - Social and Behavioral Science

Assoc in Applied Sci - Area 5

Assoc in Science - Area 5

Assoc in Arts - Area 5

Michigan Transfer Agreement - MTA

MTA Social Science

Request Course Transfer

Proposed For:

Eastern Michigan University

Ferris State University

Michigan State University

Oakland University

University of Detroit - Mercy

University of Michigan

Wayne State University

Student Learning Outcomes

1. Differentiate between the major classifications and theories of delinquency.

Assessment 1

Assessment Tool: Written response to outcome-related questions

Assessment Date: Fall 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random sample of all students with a minimum of one full section.

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of the students will score 80% or higher

Who will score and analyze the data: Departmental faculty

2. Compare delinquency with other non-normative behavior and characterize the mechanisms used to assess the nature and extent of delinquency.

Assessment 1

Assessment Tool: Outcome-related multiple-choice test questions based on scenarios

Assessment Date: Fall 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key

Standard of success to be used for this assessment: 75% of students will score 80% or higher

Who will score and analyze the data: Departmental faculty

3. Apply criminological theories to various types and patterns of delinquent behavior.

Assessment 1

Assessment Tool: Outcome-related multiple-choice test questions based on scenarios

Assessment Date: Fall 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key

Standard of success to be used for this assessment: 75% of the students will score 80% or higher.

Who will score and analyze the data: Departmental faculty

4. Identify the goals and functions of the three components of the juvenile justice system.

Assessment 1

Assessment Tool: Outcome-related multiple-choice test questions

Assessment Date: Fall 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key

Standard of success to be used for this assessment: 75% of students will score 80% or higher

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Explain the differences between the Classical school and the Positivist school of criminology.
2. Differentiate between social structure, social process and social interaction theories.
3. Discuss how gender may affect delinquency.
4. Recognize behaviors that are associated with "at risk" youths.
5. Compare and contrast data derived from official reports, self reports and victimization studies in assessing the extent of delinquency.
6. Determine the validity of data derived from official reports, self reports and victimization studies.
7. Recognize the problems inherent in gathering delinquency statistics.
8. Explain the different theories of gang formation.
9. Recognize the factors that make gangs attractive to certain youths.
10. Discuss the five strategies of (gang) intervention.
11. Explain how law enforcement may function differently when dealing with juvenile crime as opposed to adult crime.
12. Recognize the differences in legal rights afforded to juveniles as opposed to adult offenders.
13. Explain the "parens patriae" concept and its relevance to juvenile court.
14. Recognize juvenile court terminology.
15. Recognize the two types of rehabilitation programs and how they would apply to different classifications of delinquency.
16. Discuss the types of juvenile institutional placements.
17. Recognize the main types of community based juvenile rehabilitation programs.
18. Describe the functions of the family, law enforcement and courts in the juvenile justice system.
19. Discuss the classifications of juvenile delinquency.
20. Discuss the theories, patterns and causes of juvenile delinquency.
21. Differentiate delinquency and non-norm behavior.
22. Identify the extent of delinquency in society.

New Resources for Course

Course Textbooks/Resources

Textbooks

Bartollas and Schmallegger. *Juvenile Delinquency*, 3rd ed. Pearson, 2018, ISBN: 978-0-13-4548.

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Mimi Norwood</i>	<i>Faculty Preparer</i>	<i>Feb 05, 2022</i>
Department Chair/Area Director: <i>Starr Burke</i>	<i>Recommend Approval</i>	<i>Feb 07, 2022</i>
Dean: <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Feb 08, 2022</i>
Curriculum Committee Chair: <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Mar 22, 2022</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Mar 28, 2022</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Apr 05, 2022</i>

Washtenaw Community College Comprehensive Report

SOC 250 Juvenile Delinquency Effective Term: Spring/Summer 2011

Course Cover

Division: Math, Natural and Behavioral Sciences

Department: Behavioral Sciences

Discipline: Sociology

Course Number: 250

Org Number: 11230

Full Course Title: Juvenile Delinquency

Transcript Title: Juvenile Delinquency

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Outcomes/Assessment

Rationale: Update master syllabus.

Proposed Start Semester: Spring/Summer 2011

Course Description: The growing-up process of late childhood and adolescence from a sociological and cultural viewpoint is a focus of this class. Problems of the individual in his/her social environment, group forces which lead to maladjustment and sociological principles for working with youth from the viewpoint of parent, teacher, police and youth organization leader are analyzed.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites

Prerequisite

Academic Reading and Writing Levels of 6

General Education

MACRAO

MACRAO Social Science

General Education Area 5 - Social and Behavioral Science

Assoc in Applied Sci - Area 5

Assoc in Science - Area 5

Assoc in Arts - Area 5

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Compare and contrast the various perspectives and theories explaining juvenile delinquency.

Assessment 1

Assessment Tool: Written Essay

Assessment Date: Fall 2012

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random sample of 50% of the students up to a maximum of 20.

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of the students will score 4 or higher on the essay.

Who will score and analyze the data: Departmental faculty will score and analyze the data.

2. Describe the social, economic and political impact of juvenile delinquency in the U.S.

Assessment 1

Assessment Tool: Discussion Board Essays

Assessment Date: Fall 2012

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random sample of 50% of the students up to a maximum of 20.

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of the students will score 4 or higher on the essay.

Who will score and analyze the data: Departmental faculty will score and analyze the data.

3. Identify various types and patterns of delinquent behavior and analyze them in terms of applicable theories.

Assessment 1

Assessment Tool: Multiple-choice test

Assessment Date: Fall 2012

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Test will be scored using an answer key.

Standard of success to be used for this assessment: 75% of the students will score 70% or higher.

Who will score and analyze the data: Departmental faculty will score and analyze the data.

Course Objectives

1. **Understanding Juvenile Delinquency:** Discuss and provide current examples of the social problems faced by modern adolescents. Define juvenile delinquency and the related concepts of deviance and crime. Broadly describe some of the causes of juvenile delinquency and recognize the term "aging out process." Describe some of the components and functions of the juvenile justice system. Compare and contrast the characteristics of the 1950's youth and the 1990's youth. Describe "at risk" youth and estimate the number of at risk youths in America. Explain the *parens patriae* philosophy, describe its influence on legal responsibilities for children, and provide examples of its application in the juvenile justice system. Define the term status offense and provide examples of specific status offenses. Compare and contrast the juvenile justice system's philosophies and practical handling of delinquents and status offenders.

Methods of Evaluation

Activity or Exercise
Exams/Tests

Matched Outcomes

1. Compare and contrast the various perspectives and theories explaining juvenile delinquency.
 3. Identify various types and patterns of delinquent behavior and analyze them in terms of applicable theories.
2. Understand both sides of the delinquency dilemma: the tension between treatment and "get tough" policies in the juvenile justice system. Describe the typical delinquent and assess victimization rates for juveniles. Compare and contrast the data derived from official sources, self-reports and victimization sources. Assess the validity and accuracy of data from each of the three different sources. Describe crime patterns in terms of regional and seasonal influences. Discuss some of the possible explanations for the recent increase in teenage violence. Discuss three reasons for committing hate crimes. Analyze some of the explanations for the similar personal characteristics of victims and perpetrators. Compare and contrast the different effects of gender, race, class and age on delinquency. Describe the recent trends in male and female delinquency. Describe the delinquent rates of different races and ethnic origins. Describe the effects of social class on delinquency.

Methods of Evaluation

Activity or Exercise
Exams/Tests
Quizzes

Matched Outcomes

1. Compare and contrast the various perspectives and theories explaining juvenile delinquency.
 2. Describe the social, economic and political impact of juvenile delinquency in the U.S.
 3. Identify various types and patterns of delinquent behavior and analyze them in terms of applicable theories.
3. Compare and contrast the divergent results of official statistics and self-reports in terms of racial disparity. Describe the delinquent rates of different races and ethnic origins. Describe the effects of social class on delinquency. Compare and contrast the divergent results of official statistics and self-reports in terms of racial disparity. Differentiate between a life course, a life history and life cycle of delinquency. Identify a number of factors that influence the life course of crime and delinquency. Identify factors that can be turning points in the life cycle of crime.

Methods of Evaluation

Activity or Exercise
Case Analysis, Scenario or Study
Exams/Tests

Matched Outcomes

1. Compare and contrast the various perspectives and theories explaining juvenile delinquency.
 2. Describe the social, economic and political impact of juvenile delinquency in the U.S.
 3. Identify various types and patterns of delinquent behavior and analyze them in terms of applicable theories.
4. Theories of Delinquency Causation: Explain the difference between theories which were developed within the classical school and those in the positive school. Contrast theory differences that recognize free will and inter-group conflict in society. Discuss the major sociological and psychological theories which have been used and continue to be used as a basis for delinquency control programs. Know which theories are best supported by empirical research. Differentiate between the theories generally used by police, court and correctional personnel. Articulate some reasons as to how bio-social theories and psychological theories differ from sociological theories. Describe the varied influences of biochemical factors and genetics on criminal behavior and provide examples of empirical research in these areas. Describe various forms of neurological dysfunction and explain how those conditions can lead to delinquency.

Methods of Evaluation

Activity or Exercise
Clinical Performance or Competency
Exams/Tests
Quizzes

Matched Outcomes

1. Compare and contrast the various perspectives and theories explaining juvenile delinquency.
 3. Identify various types and patterns of delinquent behavior and analyze them in terms of applicable theories.
5. Explain the link between personality, intelligence and delinquency, and provide examples that illustrate the difficulties encountered when attempting to correlate personality and intelligence measures with delinquency. Provide examples of delinquency prevention programs based on individual-level theories. Define the term social stratification and provide examples of economic, political and social stratification in America. Discuss the effects of social stratification on delinquency. Discuss the general effects of social structure on delinquency. Describe the effects of such social disorganization elements as relative deprivation, community change, wealth and opportunity, fear of crime and neighborhood social control. Identify and describe a number of social process theories. Differentiate between social learning theories and social control theories. Give examples of socialization and its accompanying social processes.

Methods of Evaluation

Activity or Exercise
Discussion
Exams/Tests

Matched Outcomes

1. Compare and contrast the various perspectives and theories explaining juvenile

delinquency.

2. Describe the social, economic and political impact of juvenile delinquency in the U.S.

3. Identify various types and patterns of delinquent behavior and analyze them in terms of applicable theories.

6. Compare and contrast differential association, differential reinforcement and neutralization theories. Compare and contrast various integrated theories and identify the theoretical foundations of each of these theories. Identify some delinquency prevention programs that have been created based on the theoretical concepts of social process theories. Articulate the differences between social reaction theories and other theories of delinquency causation. Describe the process of labeling and the effects of the labeling process. Discuss the possibility of discrimination and bias in juvenile justice system processing. Evaluate labeling theory in terms of criticisms and its importance as a theoretical model. Briefly describe the political and economic philosophy of Karl Marx. Describe the impact of social process theories of delinquency prevention programs in this country. Discuss the various socialization theories of female delinquency.

Methods of Evaluation

Activity or Exercise

Discussion

Exams/Tests

Paper(s)

Matched Outcomes

1. Compare and contrast the various perspectives and theories explaining juvenile delinquency.

2. Describe the social, economic and political impact of juvenile delinquency in the U.S.

3. Identify various types and patterns of delinquent behavior and analyze them in terms of applicable theories.

7. Compare and contrast the liberal feminist viewpoint with the radical feminist viewpoint on female criminality.

Methods of Evaluation

Activity or Exercise

Discussion

Exams/Tests

Matched Outcomes

1. Compare and contrast the various perspectives and theories explaining juvenile delinquency.

3. Identify various types and patterns of delinquent behavior and analyze them in terms of applicable theories.

8. The Family and Juvenile Delinquency: Discuss the psychological and sociological contributions to understanding the family's influence on delinquency. Identify the family characteristics that are related to delinquency. Recognize patterns of family interaction that are likely to result in delinquency. Describe the ongoing change in the structure and definition of the American family. Explain the link between stress and conflict in the family and delinquency. Discuss the theoretical views on the family and delinquency. List and describe the four categories of family functioning that promote delinquent behavior. Address the controversy surrounding divorce vs. staying together in a conflict-ridden home as it pertains to the effects on child behavior. Describe the relationship between discipline, supervision and delinquency. Define abuse and neglect and list the basic components of

abuse and neglect criminal statutes. Discuss several theories that explain child abuse and neglect.

Methods of Evaluation

Activity or Exercise
Discussion
Exams/Tests
Quizzes

Matched Outcomes

1. Compare and contrast the various perspectives and theories explaining juvenile delinquency.
 2. Describe the social, economic and political impact of juvenile delinquency in the U.S.
 3. Identify various types and patterns of delinquent behavior and analyze them in terms of applicable theories.
9. Identify some of the psychological and behavioral effects of sexual abuse. Discuss the causes of child abuse including; the cyclic pattern of violence, the effects of substance abuse and its relationship to social class. Describe the overall philosophy and practice of the child protection system. Discuss the involvement of law enforcement, juvenile court and correctional personnel in the prevention, detection and treatment of child abuse and neglect cases. Compare the role of personnel in the juvenile justice system with that of the protective services worker in handling the abused or neglected child's case. Describe child protective service's programs and related community services which can prevent and treat abuse and neglect. Describe delinquency prevention programs that are based on family intervention.

Methods of Evaluation

Activity or Exercise
Case Analysis, Scenario or Study
Discussion
Exams/Tests

Matched Outcomes

1. Compare and contrast the various perspectives and theories explaining juvenile delinquency.
 2. Describe the social, economic and political impact of juvenile delinquency in the U.S.
 3. Identify various types and patterns of delinquent behavior and analyze them in terms of applicable theories.
10. The Adolescent: Describe behavior that is considered "normal" for contemporary adolescents. Analyze delinquent's circumstances and identify those difficulties stemming from their status as adolescents as distinct from those resulting from other causes. Discuss the importance of studying gangs, developing policy to control gangs and the difficulties inherent in reducing gang activity. Describe contemporary gang members in terms of age and gender. Describe contemporary gang structure in terms of formation, leadership and communication patterns. Describe the different forms of criminality associated with gangs. Compare and contrast the four types of gangs based on racial and ethnic composition. Compare and contrast four theories of gang delinquency. Describe ongoing police and community-oriented gang control programs. Describe some of the processes by which the school plays an important role in shaping the norms and values of American children.

Methods of Evaluation

Activity or Exercise
Case Analysis, Scenario or Study
Discussion
Exams/Tests

Matched Outcomes

1. Compare and contrast the various perspectives and theories explaining juvenile delinquency.
 2. Describe the social, economic and political impact of juvenile delinquency in the U.S.
 3. Identify various types and patterns of delinquent behavior and analyze them in terms of applicable theories.
11. Explain the process by which the school can determine a child's social and economic status in later life. Identify the current educational crisis in America. Explain how academic performance is related to delinquency. Summarize the various theoretical views on the interrelationship of schools and delinquency. Explain the relationship between school failure and delinquency and identify factors linked to the onset of school failure. Describe the interaction between student alienation, irrelevant curriculum and subculture and their combined relationship with cheating, dropping-out and delinquency. Provide some explanation of school crime and list some factors associated with school crime rate. Identify and describe specific programs and policies used to control and prevent school crime. Describe the current state of legal rights, in terms of compulsory school attendance, free speech and school discipline, as afforded to students within the school.

Methods of Evaluation

Activity or Exercise
 Discussion
 Exams/Tests

Matched Outcomes

2. Describe the social, economic and political impact of juvenile delinquency in the U.S.
 3. Identify various types and patterns of delinquent behavior and analyze them in terms of applicable theories.
12. Identify and describe three primary sources of data on teenage substance abuse. Discuss the physical and psychological effects of the major types of drugs, including alcohol, which are used by adolescents. Trace the changing image that the public and criminologist have held of the drug abuser. Discuss several theories that explain drug abuse among adolescents. Understand the effects of alcohol and other drug abuse on tendencies to commit violent and property crimes. Discuss the connection between the juvenile justice system and the drug treatment system. Compare and contrast "pure" and other prevention programs which are used for adolescent drug and alcohol abusers.

Methods of Evaluation

Activity or Exercise
 Discussion
 Exams/Tests
 Quizzes

Matched Outcomes

1. Compare and contrast the various perspectives and theories explaining juvenile delinquency.
 3. Identify various types and patterns of delinquent behavior and analyze them in terms of applicable theories.
13. Prevention and Treatment: Trace the development of today's juvenile justice system. Describe the extent, components, operation and actors in the modern juvenile justice system.

Describe the overall juvenile justice process and provide details from each state in the process. Discuss recent changes in juvenile law and in the operation of the police and court agencies. Understand the debate about the appropriate role of the juvenile court and the law in responding to status offenders. Discuss the discrimination in police and court decision-making. Describe the key dilemmas facing police, social workers and court personnel. Compare and contrast the adult and juvenile justice systems. List and describe five major areas for suggested improvement in juvenile justice. Discuss the variety of past and current delinquency prevention programs. Compare and contrast the rehabilitation, justice and hybrid theoretical models of juvenile justice.

Methods of Evaluation

Discussion
Exams/Tests
Paper(s)
Quizzes

Matched Outcomes

1. Compare and contrast the various perspectives and theories explaining juvenile delinquency.
 2. Describe the social, economic and political impact of juvenile delinquency in the U.S.
 3. Identify various types and patterns of delinquent behavior and analyze them in terms of applicable theories.
14. Describe the various juvenile court organization structures. Describe the varied jurisdiction the court has in terms of age and nature of the offense. Discuss the major federal efforts which are pure prevention programs. Provide numerous definitions for the term probation. Describe the nature of probation in terms of a contractual agreement between the court and the child. Provide a brief historical review of the evolution of juvenile probation in this country. Describe the various organizational and administrative structures used by juvenile probation departments. List the duties, responsibilities and skills needed of a juvenile probation officer. List the various conditions of probations and describe the revocation process. Describe the operation and success of various probation innovations. Describe the philosophy and goals of restitution programs. Evaluate the effectiveness of restitution and provide criticisms of its use.

Methods of Evaluation

Discussion
Exams/Tests

Matched Outcomes

1. Compare and contrast the various perspectives and theories explaining juvenile delinquency.
 2. Describe the social, economic and political impact of juvenile delinquency in the U.S.
 3. Identify various types and patterns of delinquent behavior and analyze them in terms of applicable theories.
15. Discuss the different treatment methods currently used with delinquents. Discuss the impetus behind and the philosophy of community-based corrections programs. Differentiate between residential and non-residential community treatment and provide specific examples of ongoing programs from both approaches. Critique the effectiveness of the community treatment approach in terms of cost and benefits. Evaluate the effectiveness of community-based programs in lowering recidivism rates.

Methods of Evaluation

Discussion
Exams/Tests

Quizzes

Matched Outcomes

1. Compare and contrast the various perspectives and theories explaining juvenile delinquency.
2. Describe the social, economic and political impact of juvenile delinquency in the U.S.
3. Identify various types and patterns of delinquent behavior and analyze them in terms of applicable theories.

New Resources for Course**Course Textbooks/Resources**

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

Level III classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer:	<i>Faculty Preparer</i>	<i>Nov 09, 2010</i>
Department Chair/Area Director: <i>Starr Burke</i>	<i>Recommend Approval</i>	<i>Nov 16, 2010</i>
Dean: <i>Martha Showalter</i>	<i>Recommend Approval</i>	<i>Nov 17, 2010</i>
Vice President for Instruction: <i>Stuart Blacklaw</i>	<i>Approve</i>	<i>Feb 24, 2011</i>