



INSTRUCTIONAL PACKAGE

CRJ 145

Juvenile Delinquency

Summer 2020 -2021

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 2020-2021

COURSE PREFIX: CRJ 145

COURSE TITLE: Juvenile Delinquency

CONTACT HOURS: 3.0

CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:

This course is designed to provide the criminal justice student with an understanding of the historical and current theories proposed through research to explain the causes of youth crime, and how theory becomes public policy for the treatment of juvenile offenders. The course will provide an overview of substantive and procedural law applicable to the juvenile justice system.

COURSE DESCRIPTION:

This course includes a survey of the sociological, biological, and psychological theories involved in juvenile delinquency, modern trends in prevention and treatment. The course examines the juvenile process, procedure, and court. The phenomenon of the youth gang will be explored.

PREREQUISITES/CO-REQUISITES:

None

REQUIRED MATERIALS:

McNamara, R. H. (2014). *Juvenile delinquency: Bridging theory to practice*. New York: McGraw - Hill.

[BOOKSTORE.](#)

Enter the semester, course prefix, number, and section when prompted, and the correct textbook(s) will be listed.

ADDITIONAL REQUIREMENTS:

CRJ 145 – Juvenile Delinquency does not have additional costs other than textbooks, tuition, and fees.

TECHNICAL REQUIREMENTS:

All criminal justice courses, whether traditional, hybrid, or online, require students to access the course in D2L through a personal computer. Therefore, students should have reliable access to a computer with a dependable Internet connection to be successful in this course or any criminal justice course. Students will be required to access, download, or print material from the course in D2L, which is accessible through MyCourses and the student's WaveNet account. Students should pay particular attention to the course outline under Content as well as the course calendar. Students will be able to monitor grades and attendance through the course in D2L. Criminal justice courses, whether traditional, hybrid, or online, **require** students to complete some, if not all, course work – assignments, exams, and other activities - through an online environment in D2L. Traditional and hybrid require students to complete a portion of the required work online. The amount of online activity depends on the format of the course; therefore, students should pay particular attention to the course information and documents. Courses with an online component move very rapidly with graded requirements typically due each week. Students **must** be aware of the calendar and mindful of updates and announcements; therefore, a student **must** have access to a reliable computer and a dependable Internet connection. Criminal justice courses use D2L as a platform for course activities.

When having technology problems find another computer. Computers are open to students at numerous locations on all three campuses of Horry-Georgetown Technical College, including open computer labs and libraries. There are computers available for use in other public locations, including public libraries. A final option would be to contact a friend or relative to borrow a computer. When technology issues are related to the system (i.e., D2L and WaveNet), and not the result of a broken computer, you should contact TECH Central at (843) 349-8324 or https://www.hgtc.edu/admissions/student_information/index.html. Technology issues or technical problems are **not** an acceptable excuse should there be a course requirement that **must** be completed through D2L. When having difficulty with accessing the course or its components, or email function, it is a good idea to notify the course professor about the problem or difficulty.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to the Course Instructor's Addendum for information regarding this requirement.

COURSE ETIQUETTE AND ETHICAL BEHAVIOR:

According to the Student Code for the South Carolina Technical College System (3-2-106.1), there are numerous forms of academic misconduct including, but not limited to, cheating on tests, plagiarism, collusion, and fabrication of information (HGTC Catalog, 2020, p. 35).

Furthermore, as described under Section III, Student Conduct Regulations, inappropriate behavior can include but is not limited to (1) abuse of privilege of freedom of speech or assembly, (2) falsification of information and other acts intended to deceive, (3) actions which endanger students and the college community, (4) infringement of rights of others, and (5) other acts which call for discipline (HGTC Catalog, 2020, p. 35).

All criminal justice students are expected to conduct themselves in a **professional and ethical** manner at all times in word or action. The standards of professional and ethical behavior will be enforced. Any violation associated with inappropriate behavior including but not limited to statements or remarks made in class, during internships, or through emails, postings including Facebook or social media sites, text messages, or other communications will **not** be tolerated.

At the discretion of the professor of record, academic misconduct or inappropriate behavior may be reported in writing as a violation of the Student Code under Section IV, which could result in disciplinary action (HGTC Catalog, 2020, p. 37).

All alleged acts of sexual violence or sexual harassment **must** be reported to the Title IX Coordinator or designee. Per the South Carolina Technical System Student Code Procedures for Addressing Alleged Acts of Sexual Violence and Sexual Harassment (3-2-106.2), "students may also contact any responsible employee, who has an obligation to report any claim of sexual harassment or sexual assault to the Title IX Coordinator, or designee" (HGTC Catalog, 2020, p. 40).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES AND ASSESSMENTS*:

UNIT I – NATURE OF DELINQUENCY; MEASURING DELINQUENCY; STATUS OFFENDING

- Material Covered: McNamara, Chapters 1-3
- Student Outcome: Briefly describe the key points in the history of American juvenile justice.
- Student Outcome: Briefly describe the correlates to delinquency.
- Student Outcome: Describe the main points in the Juvenile Justice and Delinquency Prevention Act and its amendments.

- Student Outcome: Explain the difference between status offending and delinquency.
- Assessment: Assignment/Discussion #1
- Assessment: Assignment/Discussion #2

UNIT II - SOCIAL STRUCTURE AND SOCIAL PROCESS THEORIES; VIEWS OF DELINQUENCY

- Material Covered: McNamara, Chapters 4-6
- Student Outcome: Describe the theoretical basis of the social structure explanation for delinquency and crime.
- Student Outcome: Describe the theoretical basis of the social process explanation for delinquency and crime.
- Student Outcome: Describe the theoretical basis of the social conflict explanation for delinquency and crime.
- Student Outcome: Describe the labeling theory and its potential influence on delinquency.
- Assessment: Assignment/Discussion #3
- Assessment: Assignment/Discussion #4

UNIT III – FAMILIES, GANGS, AND SPECIAL POPULATIONS AND DELINQUENCY

- Material Covered: McNamara, Chapters 7-9
- Student Outcome: Describe the implications of parenting on behavior and delinquency.
- Student Outcome: Describe some of the latest trends in gang behavior and how these trends attract youths to join gangs.
- Student Outcome: Describe the implications for chronic juvenile offenders, including sex offenders, arsonists, and dating violence.
- Student Outcome: Describe the causes of the increase in human trafficking involving juveniles in the world, the U.S., and South Carolina.
- Assessment: Exam #1 (Mid-Term)
- Assessment: Assignment/Discussion #5

UNIT IV – DELINQUENCY IN SCHOOLS; GENDER AND DELINQUENCY; PREVENTION

- Material Covered: McNamara, Chapters 10-12.
- Student Outcome: Describe the burden placed on schools to solve societal problems.
- Student Outcome: Describe the modern school as a component of socialization.
- Student Outcome: Describe the potential causes of the increase in female delinquency.

- Student Outcome: Describe the various delinquency prevention programs in the U.S., and their success or failure.
- Assessment: Assignment/Discussion #6
- Assessment: Assignment/Discussion #7
- Assessment: Research Paper

UNIT V – LAW ENFORCEMENT, JUVENILE COURTS AND CORRECTIONS

- Material Covered: McNamara, Chapters 13-15.
- Student Outcome: Describe the law enforcement's perception of juveniles.
- Student Outcome: Describe the historical development of the juvenile justice system, and how the first juvenile court compares to the modern model.
- Student Outcome: Describe the difference between the juvenile justice system and the adult justice system, including the issues.
- Student Outcome: Compare and contrast the juvenile corrections with the adult corrections, including disposition, sentencing, and correctional facilities or institutions.
- Assessment: Assignment/Discussion #8
- Assessment: Exam #2 (Final Exam)

****Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students' performance will be assessed, and the weight associated with the various measures/artifacts are listed below.

EVALUATION*		GRADING SYSTEM:	
Exams/Tests/Quizzes	40%	90-100.....	A
Assignments/Discussions	40%	80- 89.....	B
<u>Paper/Project</u>	<u>20%</u>	70- 79.....	C
	100%	60- 69.....	D
		Below 60.....	F

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, the student should speak with the course instructor and a financial aid counselor about the implications of withdrawing. Grades of D, F, W, WF, and Incomplete (I), will have a negative impact on a student's academic progress and financial aid status.

The Add/Drop Period is the first five (5) days of the semester for full-term classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop (<http://www.hgtc.edu/academics/academiccalendars.html>). The student must attend at least one meeting in all classes enrolled during that period. If the student does not attend as described, he/she will be dropped from the course(s), which may reduce the financial aid received.

Part IV: Attendance

Students are responsible for all course work and class assignments; so, they are expected to regularly and promptly attend all meetings of classes in which they are enrolled. Students should limit absences to those that are unavoidable and, with the professor's consent, should make up all missed work, if permitted.

Per SC Technical College Policy, HGTC maintains a general attendance policy. The policy requires students to be present for a minimum of 80% of classes to be eligible to receive credit for any course. If a student is not in attendance for two consecutive weeks, they will be withdrawn from the course. Also, a more rigid attendance policy may be required by the program of study. At a minimum, a student may be withdrawn from a course after he/she has been absent in more than 10% of the total contact hours for a course. Professors define absentee limits for their classes at the beginning of each term. Up to the 2/3 point of the semester, any student who has been withdrawn from a course due to excessive absences will receive a grade of "W" (Withdraw). After the two-thirds point, a student will receive a "W" if passing the course on the date last attended. If the student is failing the course on the date last attended, a grade of "WF" ("U" for developmental Studies courses). Students may be required to repay any source of financial assistance for non-attendance, excessive absences, or withdrawals (HGTC, 2019-2020, p. 52).

Attendance records begin the first day of class for ALL students, regardless of registration date.

Online and hybrid classes require attendance. Attendance is defined as the submission of or participation in an academic-related activity. An academic activity can include participation in a discussion forum, submission of assignment, or completion of an exam or quiz. Each instructor defines the method for students to indicate class attendance, and students are responsible for meeting the attendance requirements for each class.

This course is being offered in an online format, which requires each student to attend 100% in a virtual classroom. Therefore, this course has an attendance policy, which is as follows.

- **Attendance will be determined through a student completing a graded requirement for each week. Weekly graded requirements, which are essential to student engagement, demonstrate participation. Weekly graded requirements include posting to a discussion, posting an assignment, submitting a term paper, or completing an exam or quiz.**
- **Students can only miss 80% of the online activities or graded weekly requirements or two (2) weeks. After missing the maximum allowable absences, upon missing any additional meetings or online activity, the student will be withdrawn without further notification.**
- **Any student missing two (2) weeks in a row will be withdrawn for excessive absences.**
- **Missing graded requirements not only affect attendance but also result in the loss of points. Points are crucial for a satisfactory final grade, and absences can result in a grade being less than the required "C."**
- **Again, after a student has missed the maximum allowable absences, upon missing any additional meetings or online activity, the student will be withdrawn without further notification.**

Again, after a student has missed the maximum allowable absences, upon missing any additional meetings or online activity, the student will be withdrawn without further notification.

Part V: Student Resources

The Student Success and Tutoring Center (SSTC)

The SSTC offers all students the following **free** resources:



1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills.**
2. **Online student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources any time.

Student Information Center: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!

2. Use the [Online Resource Center](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials, and more services** are available.

Visit the TECH Central website: [TECH Central](#). Live Chat and Center locations are posted on the website. Alternatively, please call one of the following locations: TECH Central Conway, 349-5182; TECH Central Grand Strand, 477-2076; and TECH Central Georgetown, 520-1473.

Student Testing

Testing (exams) in an **online/hybrid** course may be accomplished in a variety of ways:

- The test is administered within D2L
- The test is administered in writing on paper
- The test is administered through Publisher Platforms

Furthermore, tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

Please see the **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services

Horry-Georgetown Technical College (HGTC) is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify to needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual

harassment and abuse, based on race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu.

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other individuals) at Horry-Georgetown Technical College are protected under Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other members of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the College's Chief Student Services Officer, campus law enforcement, or with the College's Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description, such as counseling services).

Inquiries Regarding the Non-Discrimination Policies	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.
<p>Dr. Melissa Batten, VP of Student Affairs <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu</p>	<p>Jacquelyne Snyder, VP of Human Resources <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>