



INSTRUCTIONAL PACKAGE

CRJ 145
Juvenile Delinquency

Effective Term
Fall 2022/Spring 2023/Summer 2023

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Summer 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.

PREREQUISITES/CO-REQUISITES:

None

REQUIRED MATERIALS:

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

Please visit the [BOOKSTORE](#) online site for most current textbook information.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

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

TECHNICAL REQUIREMENTS:

2022-2023

Access to Desire2Learn (D2L), HGTC's student portal for course materials. myHGTC and college email access. Please review the Technical Requirements listed in the Instructor's Addendum.

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:

All criminal justice students are expected to conduct themselves in a **professional and courteous** manner and toward all class members, whether online or in a traditional classroom setting. The standards of professional behavior will be enforced. Any violation associated with inappropriate behavior, including statements or remarks in class or emails as well as postings or other communications, will be investigated and reported to Student Affairs for appropriate action. At the discretion of the professor of record, academic misconduct may be reported in writing as a violation of the Student Code of Conduct. Reporting inappropriate behavior or academic misconduct could result in disciplinary action, as described in *College Catalog and Student Handbook* (HGTC, 2022, pp. 36-37). Please see the Instructor's Addendum for further information.

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*

Exams/Tests/Quizzes	40%
Assignments/Discussions	40%
<u>Paper/Project</u>	<u>20%</u>
	100%

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

GRADING SYSTEM:

Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 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. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

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

1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email sstc@hgtc.edu or 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.



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, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option #1.

STUDENT TESTING:

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

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more 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 our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff 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 as 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, on the basis of 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.

TITLE IX REQUIREMENTS:

All students (as well as other persons) at Horry-Georgetown Technical College are protected by 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 member 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/TITLE IX 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.

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

EEO and Title IX Coordinator

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu