



INSTRUCTIONAL PACKAGE

SOC 210

Juvenile Delinquency

Fall 2018/Spring 2019/Summer 2019

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: Fall 2018-Spring 2019-Summer 2019

COURSE PREFIX: SOC 210

COURSE TITLE: Juvenile Delinquency

CONTACT HOURS: 3

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

This course will examine juvenile delinquency from a sociological perspective to explain how it is defined, explained and controlled.

COURSE DESCRIPTION:

This course presents the nature, extent, and causes of juvenile delinquency behavior, including strategies used in the prevention, intervention, and control of deviant behavior.

PREREQUISITES/CO-REQUISITES:

(Credit level SOC 101 Minimum Grade of C or Credit level SOC 101 Minimum Grade of TC)

***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS: Juvenile Delinquency in a Diverse Society; Bates and Swan; Sage Pub

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

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

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

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 your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

Students are required to read the textbook assignments. The text will introduce you to key concepts, principles, and methods devised to describe and explain juvenile delinquency in our society. Students are also encouraged to take notes. This course is designed to foster interaction, active learning and the sharing of ideas and information. Therefore, as a student, you are encouraged to participate and to be respectful of other students and the instructor. (Please be respectful when others are presenting, and asking questions. Therefore, do not engage in disruptive behavior and/or talking during class presentations and lectures). This directive is part of the standard of acceptable behavior for this class. Students in violation of this directive may be asked to leave the class for the remainder of the class period, and subsequently referred to the Chief Student Services Officer for further disciplinary action. For a detailed explanation of The Student Code for The South Carolina Technical College System, please refer to the College Catalog (available Online). The faculty and administration of HGTC are committed to enhancing your learning experience at the College through improved methods of instruction and support services.

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

ONLINE/HYBRID COURSES:

NETIQUETTE is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit: [Online Netiquette](#).

POLICY REGARDING ACADEMIC MISCONDUCT (WHICH INCLUDES CHEATING ON TESTS, PLAGIARISM, AND FALSIFICATION OF INFORMATION)

Please review the "Student Rights and Responsibilities, Academic Misconduct" in the Horry-Georgetown Technical College Catalog and Student Handbook available in hardcopy and Online.

Classroom conduct: It is the responsibility of faculty to clearly communicate classroom expectations early in the semester. If, after that communication, students are unwilling to comply with expectations and have been notified of the unacceptability of such conduct, faculty should:

- First offense of disruptive behavior-Dismiss student from class "for a period" until discussion concerning acceptable conduct and next steps can occur between faculty and student. Student should not be readmitted to class until such discussion occurs.
- Second offense of disruptive behavior-Dismiss student from class (or request Public Safety assistance for removal) for written referral to Chief Student Services Officer for disciplinary follow up.

Academic Misconduct: Cheating, plagiarism, collusion, et al.

- Professor must meet with student to discuss allegation and evidence upon which it is based. The student must be given the opportunity to refute the allegation.

- If academic misconduct is substantiated to the Professor's satisfaction, the Professor notifies the student of the sanction to be imposed, consisting of one of the following:
 - Assign a grade of zero to the test, assignment, etc. involved in the academic misconduct.
 - Assign a failing grade for the course (with consultation on student academic options including the appeal process)
 - Require the student to withdraw from the course
- Within five (5) working days of the meeting with the student, the Professor must provide a written explanation of the incident and any sanction imposed to the Chief Instructional Office. Please also notify the CSSO, as the CSSO serves as the CIO designee for appeal processing.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Course Learning Outcomes:

- **Define juvenile delinquency and explain how it is socially constructed.**
- **Explain juvenile delinquency by applying sociological theoretical approaches.**
- **Describe the social contexts of juvenile delinquency.**
- **Critically evaluate societal responses to juvenile delinquency.**

Learning Outcomes:

Chapter 1

- Describe why juveniles are treated differently than adults
- Explain the difference between juvenile delinquency and status offenses
- Summarize the three conceptions of delinquency and how they relate to our responses to juvenile delinquency
- Identify the social context in which juveniles are living and its effect on the well-being of children
- Compare and contrast the concepts of individual and institutional racism, classism, and sexism
- Explain why intersectionality is important
- Describe the role of the sociological imagination in explaining the societal response to juvenile delinquency

Chapter 2

- Describe how the concept of juvenile delinquency developed over the course of U.S. history before culminating in the creation of the first juvenile justice system
- Explain how different forms of popular culture have been the focus of moral panics about delinquency
- Analyze the connections between social constructions of youth and mainstream ideas about juvenile misbehavior
- Compare and contrast ideas about youth and juvenile delinquency related to one's race, ethnicity, social class, gender, and sexuality

Chapter 3

- Describe what is needed to create a good statistic (gather good data)
- Explain the difference between quantitative and qualitative data

*Suggested Outline:

Unit 2 Theories of Juvenile Delinquency

Materials Covered: Chapter 4
Chapter 5
Chapter 6

*Assessment(s): Complete class activities, handouts, homework assignments and/or quizzes.
Unit Exam

Chapter 7

- Describe the nature and extent of family trends, including marriage, divorce, and unmarried birth rates
- Explain the complicated relationship between family structure and delinquency
- Explain the impact of family process on the relationship between family structure and delinquency
- Explain the impact of family process on delinquency
- Explain the nature and extent of child maltreatment
- Analyze the complicated relationship between child maltreatment and delinquency
- Explain the relationship between child maltreatment, parental incarceration, and the experiences in foster care for youth

Chapter 8

- Describe the trends in education in the United States
- Explain how gender and race impact these trends
- Explain how a changing budget impacts the educational system, learning, and delinquency
- Explain the impact of school failure on delinquency
- Analyze the contextual factors of tracking, alienation, and social class on failure in school
- Compare and contrast the nature and extent of violence and property crime in schools
- Compare and contrast the nature and extent of bullying and cyberbullying in schools
- Compare and contrast the impact of increased social control in schools on student experiences and delinquency

Chapter 9

- List the two primary hypotheses about how peers and friends matter to delinquency
- Explain how gender matters to patterns of peer relationships and delinquency
- Outline the impact of a lack of friends on delinquency
- Discuss the different ways youth are using new technologies and their relevance to delinquency
- Analyze the consequences of labeling a group of youth as a gang
- Identify how race, ethnicity, class, gender, and sexuality play a role in gang formation and dynamics
- Recognize the most common societal responses to youth gangs and their consequences

Chapter 10

- Discuss the reasons for youth drug use and societal understandings of substance use
- Provide illustrations of the role of legal products in youth substance use
- Analyze the general pattern and trends of youth drug use in the United States today, as well as patterns related to gender, race, and ethnicity
- Explain the effects of drug prohibition and the war on drugs
- Examine the relationship between drug and alcohol use and delinquency and how it can be

Unit 4 Responses to Juvenile Delinquency
Materials Covered: Chapter 11
Chapter 12
Chapter 13
Chapter 14

*Assessment(s): Complete class activities, handouts, homework assignments and/or quizzes.
Unit Exam

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

Part III: Grading and Assessment

All tangible measurements used for assessment of student course learning outcomes are at the discretion of the instructor and should be specifically outlined by the instructor. Suggested methods appropriate for this course can include but are not limited to the following: discussion questions, assignments, portfolios, written comprehensive exams, papers and group projects.

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 (2 to 5 Exams including Final Exam if applicable)	40%-80%
Quizzes/Assignments/ Discussions	10%-30%
Papers/Projects/Portfolios	10%-30%
Class participation	0%-10%

Total (must add up to 100%)

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

GRADING SYSTEM:

State the College’s or departmental grading system as delineated in the Catalog. 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 ([ACADEMIC CALENDAR](#)). 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 eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **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, 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 coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
- 2. On-line 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. Room locations and Live Chat is available on the SSTC website.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) 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 WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

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 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.

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 Jocelyn Williams, 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 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, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

*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 Associate 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 Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	Jacquelyne Snyder, AVP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu