

**WILMINGTON UNIVERSITY  
COURSE SYLLABUS**

**FACULTY MEMBER:**

**TERM:**

**COURSE TITLE:** Juvenile Justice

**COURSE NUMBER:** CRJ 301

**OFFICE HOURS/METHOD OF CONTACT:**

**COURSE DESCRIPTION:** This course is a general orientation to the field of juvenile delinquency, including causation, development of delinquent and criminal behavior, initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the functions of juvenile courts.

**COURSE OBJECTIVES:**

**GOAL A:** The student will understand the concept of delinquency as a distinct category.

**Learning Outcomes:** The student will:

- A-1 Explain delinquency as defined by criminal law, status offense and social/criminological origins.
- A-2 Identify official measure of delinquency.
- A-3 List current treatment issues for dealing with juvenile offenders.

**GOAL B:** The student will become aware of the historical development of the juvenile justice system.

**Learning Outcomes:** The student will:

- B-1 Examine the Child-Saving Movement, the concept of *parens patriae*, and its legal development through landmark court decisions.
- B-2 Explain the rise of juvenile institutions including houses of refuge, reformatories, and institutions for females.
- B-3 Discuss the establishment and growth of the juvenile court system.
- B-4 Explain diversion and other community intervention programs.

**GOAL C:** The student will demonstrate understanding of the theoretical approaches to understanding juvenile offenders.

**Learning Outcomes:** The student will:



- 15% - Journals
- 15% - Written Assignments
- 24% - Discussion Boards
- 24% - Weekly Quizzes
- 22% ó Final Project

**Final Project:** Each student will be required to complete a final project [not submitted for any other course] to complete the course. See week seven for further details.

### **COURSE SCHEDULE AND CHECKLIST:**

**All written assignments should be APA formatted and the body should be at least two pages in length. All assignment submissions must be uploaded and completed by Sunday at midnight each week.** For further guidance on your written assignments and final project, please refer to the "Written Assignment and Research Paper Rubric."

Discussion boards, in the online format, are comparable to a class discussion in a face-to-face class. The expectation is that instead of being in class you will spend that time on discussion board. Here are some general rules for discussion boards. First, you are responsible for reading all of your fellow student's posts. Second, you should **respond to at least three of your peers on different days of the week with substantive comments**. Third, your posts should contain information and themes from our class assignments that week. Fourth, your initial post is due no later than midnight on Wednesday. Finally, all response posts are due by Sunday at midnight. For further clarification of discuss2.4 Tmbtt.

**Discussion Board:**

**Week Two: Juvenile Crime, Criminals, and Victims; Choice, Deterrence, Biological, and Psychological Theories; and Social Structure, Social Process, and Social Reaction Theories**

**Reading:** Chapter three - five with power points.

**Assignments:**

1. Blog: Identify a crime story committed by an individual under the age of eighteen. Write a brief summary of the article (in your own words) and provide a cite for the article. Based on your reading in chapter five of our textbook, educate the class about y j lej vj gqt { qt vj gqt kgu o k j vj cxg ceeqwpvgf hqt vj g lwgpkgu dgj cxkqt. Af f kkpqm, discuss whether family dynamics may have added to the situation. Make sure to defend your explanations.
2. Chapters Three - Five Quiz:

2. Chapters Six & Seven Quiz: **must be submitted by midnight on Sunday.**

**Discussion Board:**

3. You have been selected to serve on a committee to improve the image and relationship that your police department has concerning juvenile matters. The organizer would like you to come up with at least five suggestions that would improve the outcome between juvenile delinquents and the police. Each committee member must post their suggestions and the analysis for the suggestion. Other members should comment on the suggestions.

**Week Four: Juvenile Law and Procedure; The Juvenile Court; and Juveniles in the Criminal Justice System**

**Reading:** Chapter eight ó ten with power points.

**Assignments:**

1. Blog: Ip qwt Brqi y ku y ggmrgvu etgcvg c j kvqt { qh vj g lwxgpkng eqwtvu{ungo cpf j qy kv has changed over time. What suggestions can you make to better the system? What is working and not working? Be specific with your suggestions.
2. Chapters Eight ó Ten Quiz: **must be submitted by midnight on Sunday.**

**Discussion Board:**

3. Pick one of the principles below and take a stand, indicating whether you agree or disagree with the statement. You must defend your stand with facts and research.
  - a. The juvenile justice system should emphasize rehabilitation, not punishment, of juvenile offenders, or
  - b. There is a difference between confining someone for rehabilitation and confining someone for punishment, or
  - c. A judge should have flexibility in determining how long a juvenile offender may need to be confined for rehabilitation, or
  - d. Juveniles should be entitled to a trial by jury.

**Week Five: Community-Based Corrections for Juvenile & Institutional Corrections for Juvenile**

**Reading:** Chapter eleven & twelve with power points

**Assignments:**

1. Written Assignment: Now that you have explored the many causes of juvenile delinquency and the structure of the juvenile court system, develop a list of criteria you would use to make a determination of whether a juvenile should be sent to a secured

placement facility or a community correctional program. Make sure to defend your criteria.

2. Chapters Eleven & Twelve Quiz: **must be submitted by midnight on Sunday.**

**Discussion Board:**

3. This week educate the class on a new and novel program for juveniles that is being tried somewhere in the world. Be sure to include, how the program operates and why it has been adopted. If available provide statistics of its success or failure. Give your opinion about the program.

**Week Six: Gangs and Delinquency; Special Populations; and Future Directions in Juvenile Justice**

**Reading:** Chapter thirteen - fifteen with power points.

**Assignments:**

1. Blog: Create an entry for our Blog this week concerning a current event news article regarding drug use and juvenile delinquency. Include what might be an effect treatment and /or punishment for the juvenile.

Your entry should include a brief summary of the article (in your own words) and a thoughtful analysis. Do not use the same current event article.

2. Chapters Thirteen & Fifteen Quiz: **must be submitted by midnight on Sunday.**

**Discussion Board:**

3. There has been much discussion about the future of the juvenile justice system. Come up with a plan with your classmates on how the system should change for the better? Include in your discussion the possibility of abolishing the system all together, creating a more treatment/community oriented system, the raise of gangs and drug use and holding juveniles accountable. Make sure to defend your suggestions

**Week Seven:**

**Reading:** No assigned reading

**Assignments:**

1. Complete final project. Students will research, write, and properly document, using APA style, a 5-7 page paper using the scenario below.



