# 8/11/2020

# brcc keystone logo

Baton Rouge Community College

*Academic Affairs Master Syllabus*

Date Approved: 4 September 2020

Term and Year of Implementation: Fall 2020

**Course Title:** Juvenile Delinquency

**BRCC Course Rubric:** CJUS 2413

**Previous Course Rubric**: CJUS 215

**Lecture Hours per week-Lab Hours per week-Credit Hours**: 3-0-3

**Per semester: Lecture Hours-Lab Hours-Instructional Contact Hours**: 45-0-45

**Louisiana Common Course Number:** CCRJ 2413

**CIP Code:** 43.0110

**Course Description:** Introduces students to the principles of juvenile delinquency and provides a historical overview of juvenile delinquency in America. The course examines the psychological, social, and environmental theories of juvenile delinquency while covering the juvenile court system and treatment options for juvenile crime and delinquency.

**Prerequisites:**  CJUS 1013 (or CJUS 101) with a grade of C or better

**Co-requisites:** None

**Suggested Enrollment Cap:** 35

**Learning Outcomes.** *Upon successful completion of this course, the students will be able to:*

1. Explain the origins and evolution of the American Juvenile Justice System.

2. Explain the roles of Law Enforcement, Courts, and Corrections as they relate to juvenile delinquency.

3. Explain the various functions, objectives, and types of institutional management systems in corrections.

4. Analyze the major theoretical perspectives related to the causes of juvenile delinquency.

5. Analyze assessment tools developed for the measurement of juvenile delinquency, crime and victimization.

**Assessment Measures.** Assessment of all learning outcomes will be measured using the following methods:

1. Instructor-created objective exams during the semester/term to assess students' knowledge of correctional systems and practices, and all associated learning and programming outcomes.

2. Written assignments on various lecture topics and associated course learning outcomes for assessment of students’ comprehension of material and ability to express the comprehension of material in their own words.

3. Comprehensive final exam for assessment of all learning outcomes.

**Information to be included on the Instructor’s Course Syllabi:**

* ***Disability Statement*:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
* ***Grading:*** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor’s and/or the department’s policy for make-up work. For example in a speech course, “Speeches not given on due date will receive no grade higher than a sixty” or “Make-up work will not be accepted after the last day of class”.
* ***Attendance Policy*:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
* ***General Policies*:** Instructors’ policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
* ***Cheating and Plagiarism*:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
* ***Safety Concerns:*** In some courses, this may be a major issue. For example, “No student will be allowed in the lab without safety glasses”. General statements such as, “Items that may be harmful to one’s self or others should not be brought to class”.
* ***Library/ Learning Resources:*** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

**Expanded Course Outline:**

I. The Nature and Extent of Delinquency

A. Adolescence and Delinquency

B. Juvenile law

C. Status Offenses

II. Measurement and Nature of Delinquency

A. Youth Crime Trends

B. Juvenile Court Statistics

C. Victimization trends

D. Life course delinquency

III. The causes of delinquency

A. Individual causes of delinquency

B. Theoretical explanations

IV. The Environmental Influences on Delinquency

V. Families and Delinquency

A. Transitions

B. Neglect

C. Child Abuse

D. Life Course

VI. Schools and Delinquency

VII. Gangs and Delinquency

VIII. Drugs and Delinquency