

CJ439

Juvenile Justice

[Onsite]

Course Description:

This course offers a multi-disciplined approach to the study of the juvenile justice system and juvenile delinquency as it relates to and emerges from the youth's family, neighborhood, school, peer group, social class and overall cultural and social environment.

Prerequisite(s) and/or Corequisite(s):

Prerequisite: CJ131 Introduction to Criminal Justice

Credit hours: 4

Contact hours: 40 (40 Theory Hours)

Syllabus: Juvenile Justice

Instructor: _____

Office hours: _____

Class hours: _____

Major Instructional Areas

1. History of the juvenile justice system
2. Causes of juvenile delinquency
3. Procedures in the juvenile justice system
4. Dispositions available within the juvenile justice system
5. Youth gangs

Course Objectives

1. Trace the history of the American juvenile justice system.
2. Analyze the extent of juvenile crime and its impact on American society.
3. Examine the theoretical causes of juvenile delinquency.
4. Describe the inter-relationship between the key elements of the juvenile justice system.
5. Examine the legal rights of juveniles.
6. Examine the roles of law enforcement and the intake process in the juvenile justice system.
7. Examine the traditional and changing roles of prosecuting attorneys, defense attorneys, and *guardians ad litem* in the juvenile justice system.
8. Analyze the role of the adjudicatory process, dispositions, and nominal sanctions in the juvenile justice system.
9. Examine the role of probation programs and community-based corrections in the juvenile justice system.

10. Analyze the characteristics of male and female youth gangs and their relationship with juvenile crime.
11. Examine the custodial sanctions, confinement, and parole of juvenile offenders.

SCANS Objectives

SCANS is an acronym for Secretary’s Commission on Achieving Necessary Skills. The committee, created by the National Secretary of Labor in the early 1990s, created a list of skills and competencies that the committee feels are necessary for employees to function in a high-tech job market.

1. Identify the relevant facts, analyze their accuracy, and study their effects on modern day proceedings.
2. Recognize problems and devise and implement a plan of action to resolve them.
3. Compare and contrast two theories or alternatives to arrive at the best solution.
4. Demonstrate the ability to use authentic resources, including the Internet and knowledge libraries.
5. Select and analyze information and communicate results to others by using oral, written, graphic, pictorial, or multimedia methods.
6. Evaluate alternatives and choose the best for a situation.
7. Use a systematic problem-solving process to analyze and solve a problem.

Course Outline

Unit	Activities
------	------------

Unit	Activities
<p>1–History of the Juvenile Justice System</p>	<ul style="list-style-type: none"> • Content Covered: <p><i>The Juvenile Justice System: Delinquency, Processing, and the Law:</i></p> <ul style="list-style-type: none"> ○ Chapter 1, “An Overview of Juvenile Justice in the United States,” pp. 1-44 ○ Chapter 2, “The History of Juvenile Justice and Origins of the Juvenile Court,” pp. 45-59 • Writing Assignment: 1 • Exercise: 1
<p>2–Measuring Types, Theoretical Causes, and Trends in Delinquency</p>	<ul style="list-style-type: none"> • Read from <i>The Juvenile Justice System: Delinquency, Processing, and the Law:</i> <ul style="list-style-type: none"> ○ Chapter 1, “An Overview of Juvenile Justice in the United States,” pp. 5-21 ○ Chapter 2, “The History of Juvenile Justice and Origins of the Juvenile Court,” pp. 59-78 ○ Chapter 3, “Theories of Delinquency and Intervention Programs,” pp. 79-114 • ITT Tech Virtual Library> School of Criminal Justice> Link Library> CJ439 Juvenile Justice> Required Readings <ul style="list-style-type: none"> ○ About Conduct Disorder (CD) ○ Conduct Disorder: Diagnosis and Treatment in Primary Care • Writing Assignment: 1 • Exercise: 1

Unit	Activities
<p>3—Overview of the Juvenile Justice System and Rights of Juveniles</p>	<ul style="list-style-type: none"> • Read from <i>The Juvenile Justice System: Delinquency, Processing, and the Law</i>: <ul style="list-style-type: none"> ○ Chapter 1, “An Overview of Juvenile Justice in the United States,” pp. 1-3 and 24-44 ○ Chapter 4, “The Legal Rights of Juveniles,” pp. 115-154 • Writing Assignment: 1 • Exercise: 1 • Project 1: Start
<p>4—Youth Gang Issues, Juvenile Intake, and Juvenile Pre-Adjudication</p>	<ul style="list-style-type: none"> • Read from <i>The Juvenile Justice System: Delinquency, Processing, and the Law</i>: <ul style="list-style-type: none"> ○ Chapter 5, “Juveniles and the Police,” pp. 155-180 ○ Chapter 6, “Intake and Preadjudicatory Processing,” pp. 181-204 • Writing Assignment: 1 • Exercise: 1
<p>5—Role of Attorneys in Juvenile Cases</p>	<ul style="list-style-type: none"> • Read from <i>The Juvenile Justice System: Delinquency, Processing, and the Law</i>: <ul style="list-style-type: none"> ○ Chapter 7, “Prosecutorial Decision Making in Juvenile Justice,” pp. 205-226 • Writing Assignment: 1 • Exercise: 1

Unit	Activities
<p>6—Classification of Juvenile Offenders and the Waiver Procedures</p>	<ul style="list-style-type: none"> • Read from <i>The Juvenile Justice System: Delinquency, Processing, and the Law</i>: <ul style="list-style-type: none"> ○ Chapter 8, “Classification and Preliminary Treatment: Waivers and Other Alternatives,” pp. 227-264 • Writing Assignment: 1 • Quiz: 1 • Project 1: Submit
<p>7—Adjudication Process</p>	<ul style="list-style-type: none"> • Read from <i>The Juvenile Justice System: Delinquency, Processing, and the Law</i>: <ul style="list-style-type: none"> ○ Chapter 9, “The Adjudicatory Process: Dispositional Alternatives,” pp. 265-304 • Writing Assignment: 1 • Exercise: 1
<p>8—Nominal Sanctions and Dispute Resolution</p>	<ul style="list-style-type: none"> • Read from <i>The Juvenile Justice System: Delinquency, Processing, and the Law</i>: <ul style="list-style-type: none"> ○ Chapter 10, “Nominal Sanctions: Warnings, Diversion, and Alternative Dispute Resolution,” pp. 305-348 • Writing Assignment: 1 • Exercise: 1 • Project 2: Start
<p>9—Juvenile Probation</p>	<ul style="list-style-type: none"> • Read from <i>The Juvenile Justice System: Delinquency, Processing, and the Law</i>: <ul style="list-style-type: none"> ○ Chapter 11, “Juvenile Probation and Community-Based Corrections,” pp. 349-388 • Writing Assignment: 1 • Exercise: 1 • Quiz: 1

Unit	Activities
10– Juvenile Corrections, Custodial Sanctions, and Parole	<ul style="list-style-type: none"> • Read from <i>The Juvenile Justice System: Delinquency, Processing, and the Law</i>: <ul style="list-style-type: none"> ○ Chapter 12, “Juvenile Corrections: Custodial Sanctions and Parole,” pp. 389-430 • Writing Assignment: 1 • Exercise: 1 • Project 2: Submit
11– Course Review and Final Exam	<ul style="list-style-type: none"> • Final Exam

Instructional Methods

The course Juvenile Justice introduces you to all facets of the juvenile justice system in the United States. This course encompasses all aspects of juvenile behavior, delinquency, and different judicial processes.

The course incorporates the twin strategies of active participation and analysis of content topics. Classroom discussions provide an opportunity to not only share your viewpoints but also understand the concepts clearly. The discussion sessions provide the platform where you get to know about your peers’ suggestions on how to prevent juvenile delinquency. You need to submit assignments based on classroom discussions, and these assignments will be graded under the exercises category. The writing assignments require you to apply the conceptual knowledge to real-life situations. Quizzes will help you recall previously taught concepts and understand future concepts.

The course Juvenile Justice has two projects—Project 1 and Project 2. Project 1 uses the Charles Manson case as a case study and focuses on juvenile delinquents—their psychological development, childhood circumstances, and the reasons that led to their latter day character as adults. Project 2 covers the evolution of rights of juveniles alleged to have committed delinquent acts from the time they were treated as the "property" of their parents or the state to the present day.

The overall assessment strategy for this course includes exercises, projects, quizzes, and writing assignments.

Instructional Materials and References

Student Textbook Package

- Champion, Dean John. *The Juvenile Justice System: Delinquency, Processing, and the Law. 6th ed.* Upper Saddle River, NJ: Pearson Prentice Hall, 2010.

Other Required Resources

In addition to the student textbook package, the following are also required in this course:

ITT Tech Virtual Library> School Of Study> School of Criminal Justice> Link Library> CJ439 Juvenile Justice> Required Readings

- Goodman, Robin F., and Anita Gurian. "About Conduct Disorder (CD)." *Aboutourkids.org*, 2001.
- Searight, H. Russel, Fred Rottnek, and Stacey L. Abby. "Conduct Disorder: Diagnosis and Treatment in Primary Care." *American Family Physician*, 2001.

References

ITT Tech Virtual Library

Log on to the ITT Tech Virtual Library at <http://www.library.itt-tech.edu/> to access online books, journals, and other reference resources selected to support ITT Tech curricula.

Books

You may click "Books" or use the "Search" function on the home page to find the following books.

Books> Ebrary> Search for "Youth Gangs."

- Eccles, Jacquelynne S., Jennifer Appleton Gootman, National Research Council, and Committee on Community-Level Programs for Youth. *Community Programs to Promote Youth Development. Washington, DC: National Academies Press, 2002.*

- Katzmann, Gary S. *Securing Our Children's Future: New Approaches to Juvenile Justice and Youth Violence*. Washington, DC: Brookings Institution Press, 2002.
- Spergel, Irving A. *Youth Gang Problem: A Community Approach*. New York, NY: Oxford University Press, Incorporated, 1995.
- Weisel, Deborah Lamm. *Contemporary Gangs: An Organizational Analysis*. New York, NY: LFB Scholarly Publishing LLC, 2002.

Periodicals

You may click “Periodicals” or use the “Search” function on the home page to find the following periodicals.

Periodicals> ProQuest Criminal Justice Periodicals> Search for “Juvenile Justice.”

- Corrections Today; Lanham
- Juvenile Justice Digest; Washington
- Juvenile & Family Court Journal; Reno
- Juvenile Justice Update; Kingston

Reference Resources

You may click “Reference Resources” or use the “Search” function on the home page to find the following reference resources.

- The Cybrary Glossary (Criminal Justice)

Other References

The following resources can be found **outside** of the ITT Tech Virtual Library, whether online or in hard copy.

Web sites

- **Bureau of Justice Statistics**

This Web site is the primary source for criminal justice statistics in the U.S.

<http://www.ojp.usdoj.gov/bjs>

- **DOJ Homepage**

This Web site provides a good starting point for research on federal law enforcement and crime data.

http://www.usdoj.gov_

- **FBI Homepage**

It is the official Web site of the FBI. It links to law enforcement, crime information, and data.

<http://www.fbi.gov>

- **National Institute of Justice**

National Institute of Justice (NIJ) is a research agency of the Department of Justice.

<http://www.ojp.usdoj.gov/nij>

- **National Law Enforcement and Corrections Technology Center**

This Web site provides information on free publications concerning software and computers, equipment, weapons and ammunition, and communications.

<http://www.justnet.org/Pages/home.aspx>

- **Office of Juvenile Justice and Delinquency Prevention**

These Web sites contain news, information, and other resources.

<http://ojjdp.ncjrs.org/about/about.html>

<http://www.ncjrs.gov/jjwww.html>

All links to Web references outside of the ITT Tech Virtual Library are always subject to change without prior notice.

Course Evaluation and Grading

Evaluation Criteria

The final grades will be based on the following categories:

CATEGORY	WEIGHT
Exercises	10%
Writing Assignments	30%
Quizzes	10%
Project 1	15%
Project 2	15%

CATEGORY	WEIGHT
Final Exam	20%
Total	100%

Grade Conversion Table

The final grades will be calculated from the percentages earned in the course, as follows:

A	90-100%	4.0
B+	85-89%	3.5
B	80-84%	3.0
C+	75-79%	2.5
C	70-74%	2.0
D+	65-69%	1.5
D	60-64%	1.0
F	<60%	0.0

(End of Syllabus)