



Department of Sociology and Social Work

SOC314 - Juvenile Delinquency

3.0 Units

Spring 2017

Meeting days: Wednesdays	Instructor title and name: Chief (ret.) Timothy L. Dabney, MS
Meeting times: 3:00 p.m. to 5:30 p.m.	Phone: 805-757-8215
Meeting location: Rohr 109	E-mail: tdabney@pointloma.edu
Additional info:	Office location and hours: Rohr 102 - Tuesdays 1:00 p.m. to 4:00 P.M. & Wednesdays 9:00 a.m. to 3:00 p.m.
Final Exam: Wednesday, May 3, 2017 4:30 p.m.	Additional info: Students are encouraged to contact me via email or cell phone if experiencing difficulties with the course material or related assignments.

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically evaluate social and cultural patterns, and constructively engage as agents of hope.

COURSE DESCRIPTION

Juvenile Delinquency is a 3-credit course designed to help students understand the history, nature and extent of juvenile delinquency, the suspected causes and environmental influences of delinquent behavior, and societal responses to delinquent youths, including the approaches and current strategies being used to control or eliminate delinquent behavior. This course examines recent legal cases, research studies, and critical issues and policies surrounding juvenile justice, including the police, the courts, and the juvenile correctional system.

COURSE LEARNING OUTCOMES

- You will possess a general knowledge of the establishment of both historical and current legal statutes relating to juvenile procedure.
- You will have a general understanding of law enforcement practices and how specialized units within those agencies function in addressing juvenile delinquency.
- You will be able to articulate various theories relating to the cause of juvenile delinquency.
- You will have an understanding of various crime prevention practices and methods of engaging youth in an effort to improve society.
- You will have a general understanding of how juvenile courts and youth correctional institutions function within the United States.

- You will have the ability to evaluate current events relating to juvenile delinquency and the criminal justice system response from an operational perspective with an awareness of media/societal bias.
- You will have an understanding of various career options within the juvenile justice system and the criteria for entry level employment.
- You will have an understanding of the challenge to live as a Christian witness within a criminal justice related career.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3.0 unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Larry J. Siegel and Brandon C. Welch, *Juvenile Delinquency: Theory, Practice, and Law* (Wadsworth: 12th ed. 2014). ISBN: 9781285458403

How to Study the Main Textbook:

To help you accomplish the course objectives effectively and efficiently, make full use of the many distinctive features of the textbook by Siegel & Walsh, *Juvenile Delinquency: Theory, Practice, and Law*. Note that each chapter has an outline and a list of learning objectives at the beginning of the chapter. The definitions of certain concepts and web links are provided in the margins and several case profiles, charts, graphs, and tables illustrate important ideas. Each chapter has a summary, lists of key terms, viewpoint, questions for discussion, and notes at the end of the chapter. Review these before reading the chapter. The information contained in the summary and discussion questions will assist you in studying the material in the chapter.

The text has four parts. Part I contains two chapters and serve as an introduction and overview of delinquency in the United States. Parts II through IV deal with the theory, practice and law of juvenile delinquency. Part II has four chapters that examine theories of delinquency. Part III has six chapters that discuss the social, community, and environmental influences on delinquency. Part IV has five chapters that focus on the juvenile justice system, including the history of juvenile justice, police work, the juvenile court, and corrections. A final chapter on delinquency and juvenile justice outside the United States will be covered as time permits.

COURSE SCHEDULE AND ASSIGNMENTS

Book Reports

It is expected that each student will complete one book report from a list of recommended reading that will be presented in class. Book reports are due prior to the class session on **March 15, 2017**. Students seeking extra credit may elect to submit a second book report to improve their overall score. In any case, optional book reports will be accounted for no more than three percent (3%) of the student's total grade. Book reports are to be a minimum of five pages (excluding title page) and no more than ten pages in length.

Case Study

Each student will complete a case study profiling a historical case of juvenile delinquency and postulate the causation of the illegal behavior in the case chosen. The purpose of this case study is to gain a greater understanding of a single facet of juvenile behavior and the juvenile justice system. Options for the case study will be discussed in class. Completed case studies will consist of a **written report** between eight (8) and fifteen (15) pages in length accompanied by a Summary Presentation to be defended during class time. The **deadline** for the

written portion of case studies is **Wednesday, April 19, 2017**. Case studies will not be accepted after this date unless previously approved.

Book reports and case studies will be evaluated for content, writing and mechanics. Content is defined as the strength of the information and analysis that you incorporate in your papers. Writing is how well you convey your ideas and/or information. Mechanics are defined as presentation or formatting, citations, bibliography or other articles of academic writing.

All written assignments will be double spaced a font size of 12. Margins will be set at 1" on all edges of the page. Cover pages do not qualify as a portion of the page count.

Case study discussions (depending upon class size) will range from eight to fifteen minutes in length. PowerPoint and other electronic presentation aids are encouraged, however presentation time cannot be replaced by video recordings and/or movie clips.

Mid-Term and Final Examinations

The mid-term examination for SOC 314 is scheduled for **Wednesday, March 1, 2017**

The final examination for SOC 314 is scheduled for **Wednesday, May 3, 2017**

Failing to attend the mid-term will result in a 20% grade reduction. Successful completion of this class requires taking the final examination **on its scheduled day** (Wednesday, May 3, 2017). No requests for early examinations or alternative days will be approved.

Incompletes and Late Assignments

All assignments are to be submitted/turned in at the beginning of the class session when they are due. Late assignments will be graded with an automatic reduction of 5% for each day that the assignment is late. Exceptions may only be considered in cases of serious illness or crisis and with contemporaneous approval by the instructor.

DATE	CLASS CONTENT OR ASSIGNMENT	Chapters
January 11	Introduction – Childhood & Delinquency Nature and Extent of Delinquency	Chapters 1&2
January 18	Views of Delinquency	Chapter 3
January 25	Delinquency Causation Theories	Chapter 4
February 1	Delinquency Causation Theories	Chapter 5&6
February 8	Gender Differences in Delinquency	Chapter 7
February 15	Family Influence on Delinquency	Chapter 8
February 22	Peer Pressure	Chapter 9
March 1, 2017	MID-TERM EXAMINATION	
March 15	School Influence on Delinquency	Chapter 10
March 15, 2017	BOOK REPORT DUE	
March 22	Drugs and Delinquency	Chapter 11
March 29	Delinquency Prevention	Chapter 12
April 5	Historical Comparison of Juvenile Justice	Chapter 13
April 12	Police Response to Delinquency	Chapter 14
April 19, 2017	CASE STUDIES DUE	
April 19	Juvenile Justice Court Processes & Corrections	Chapters 15&16
April 26	Case Studies Presentations	
May 3, 2017	FINAL EXAM	

ASSESSMENT AND GRADING

Attendance	5%	A	93-100%	C	73-76%
Weekly quizzes	20%	A-	90-92%	C-	70-72%
Book Report	10%	B+	87-89%	D+	67-69%
Case Study	15%	B	83-86	D	63-66%
Mid-term Exam	25%	B-	80-82%	D-	60-62%
Final Exam	25%	C+	77-79%	F	0-59%

Quizzes and examinations may be formatted in true-false, multiple choice, fill-in-the-blank, and/or essay questions. Every quiz or examination will be comprehensive, including the material covered to date.

Public Discourse

SOC 314 is designed to be a cooperative exchange of ideas while examining the American juvenile justice system and theories of juvenile delinquency. Classroom discussions as well as open feedback to written work and presentations will occur on a regular basis. All communication in class is considered to be “public discourse” without expectation of privacy. Remaining enrolled in SOC 314 will be construed as tacit acknowledgement that your work will be viewed by others associated with this course.

Classroom Etiquette

Students are expected to conduct themselves as adults (albeit fun-loving), actively engaged in an adult learning environment. Prohibited activities include sleeping during class (unless of course the teacher is sleeping as well), talking, texting, gaming, internet browsing, reading non-course related materials. All pagers, cellphones, and other electronic communication devices will be turned off at the beginning of class. Tablets and computers are allowed in class for note-taking purposes only, unless otherwise directed by the instructor. Arriving late and leaving early are strongly discouraged and disruptive to the class.

Respect each other’s opinions. Be considerate while your peers are speaking and actively engage them only when they have completed their point. Discourteous comments and side conversations will not be tolerated and will be addressed openly and directly by the instructor. If a student’s behavior becomes disruptive to the productivity of the course they will be asked to leave the classroom and not receive credit for attendance.

PLNU ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

07/28/2016

PLNU ACADEMIC ACCOMMODATIONS

If you have a diagnosed disability, please contact PLNU’s Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

7/28/2016



Spring 2017

Meeting days: Wednesdays	Instructor title and name: Chief (ret.) Timothy L. Dabney, MS
Meeting times: 3:00 p.m. to 5:30 p.m.	Phone: 805-757-8215
Meeting location: Rohr 109	E-mail: tdabney@pointloma.edu
Additional info:	Office location and hours: Rohr 102 - Tuesdays 1:00 p.m. to 4:00 P.M. & Wednesdays 9:00 a.m. to 3:00 p.m.
Final Exam: Wednesday, May 3, 2017 4:30 p.m.	Additional info: Students are encouraged to contact me via email or cell phone if experiencing difficulties with the course material or related assignments.

Point Loma Nazarene University Mission Statement
To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

INTRODUCTION TO CRIMINAL JUSTICE
 SOC314: Spring 2017

ACKNOWLEDGEMENT OF ACCEPTANCE OF SYLLABUS

My signature below acknowledges that I am enrolled in and have received the course syllabus for Sociology 314 “Juvenile Delinquency” offered by Point Loma Nazarene University during the Spring Semester of the 2017 academic year.

My signature also indicates that I am responsible to understand and adhere to the content of this syllabus. Should there be any portion of the course requirements as outlined in the syllabus that I do not understand, it is my responsibility to seek assistance from the course instructor.

 Printed Name

 PLNU Student ID Number

 Signature

 Date