

**Northern Marianas College**  
**CURRICULUM ACTION REQUEST**

**Effective Semester / Session:** Spring 2009

**Type of Action:**

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

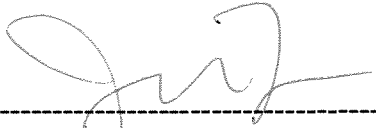
**Course Alpha and Number:** CJ 103

**Course Title:** Juvenile Delinquency

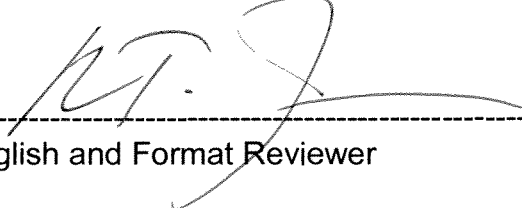
**Reason for initiating, revising, or canceling:**


This course guide is being modified to clearly define the student learning outcomes and to reflect changes in assessment measures, and to reflect changes in the English Placement Level, course prerequisites, and textbook edition.

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Proposer 1/5/09  
Date

 1/5/2009  
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Department Chair Date

  
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English and Format Reviewer 1/15/09  
Date

  
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Dean of Academic Programs and Services 1/15/09  
Date

# Northern Marianas College

## Course Guide

Course: CJ 103 Juvenile Delinquency

### 1. Department

Social Sciences and Fine Arts

### 2. Purpose

The purpose of this course is to acquaint students with the current theories and research in the study of juvenile delinquency. The course will provide students with a local and global understanding of the nature, the various explanations, and the extent of juvenile delinquency, as well as the identification and processing of juvenile delinquents. It will be beneficial to students pursuing a career in social work, sociology, criminal justice, education, or counseling.

### 3. Description

#### A. Required/Recommended Textbook(s) and Related Materials

Required: Regoli, Robert M. and John D. Hewitt. *Delinquency in Society*. 7th ed. Boston, MA: McGraw Hill, 2008.

Readability level: Grade 12

#### B. Contact Hours

1. **Lecture:** 3 hours per week / 45 hours per semester
2. **Lab:** N/A
3. **Other:** N/A

#### C. Credits

1. **Number:** 3
2. **Type:** Regular degree credits

#### D. Catalogue Course Description

This course examines the nature, causes, and consequences of juvenile delinquency in society. It explores four broad areas: the definition and measurement of delinquency, the various explanations for delinquency, the social and institutional context in which delinquency occurs, and the juvenile justice system. The course addresses specific topics, such as incidence and prevalence of delinquency, social control theories, violent youth crime, illegal drug use, female delinquency, gangs, the police, and the juvenile courts, in local and global contexts. Prerequisite: CJ 101 or concurrent enrollment. English Placement Level: EN 101.

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### **E. Degree or Certificate Requirements Met by Course**

This course is a required course for the A.A.S. Degree in Criminal Justice and for the Certificate of Completion in Basic Law Enforcement.

### **F. Course Activities and Design**

This course incorporates lectures, group discussions, audio-visual presentations, oral presentations, in-class and take home assignments, a research paper, group projects, guest speakers, tests, and a final exam. Students will also be assigned readings on relevant juvenile delinquency issues in the CNMI and the U.S.A.

### **4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)**

Prerequisite(s): CJ 101 or concurrent enrollment  
English Placement Level: EN 101

### **5. Estimated Cost of Course; Instructional Resources Needed**

Cost to the Student: Tuition for a 3-credit course, cost of textbook, and instructional materials fee.

Cost to the College: Instructor's salary.

Instructional resources needed for this course include standard classroom materials and supplies such as chalk and chalkboard, TV/VCR and videotaped programs, library books, and other resources, as needed.

### **6. Method of Evaluation**

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

NMC's grading and attendance policies will be followed.

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### 7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Nature and Extent of Juvenile Delinquency
  - 1.1 Defining juvenile delinquency
    - 1.1.1. The status of being a child
    - 1.1.2. Defining juvenile delinquency
    - 1.1.3. Defining juvenile delinquents
  - 1.2 Measuring juvenile delinquency
  - 1.3 Violent youth crime
    - 1.3.1. The nature and extent of youth violence
    - 1.3.2. The role of firearms in youth violence
    - 1.3.3. Violence prevention
  - 1.4 Illegal drug use and delinquency
    - 1.4.1 Patterns of adolescent drug use
    - 1.4.2 Causes of adolescent drug use
    - 1.4.3 Relationship between drug use and other forms of delinquency
    - 1.4.4 Responding to adolescent drug use
- 2.0 Explaining Delinquency
  - 2.1 Supernatural, classical, and neoclassical theories
    - 2.1.1 Meaning and evaluation of theory
    - 2.1.2 Supernatural theory
    - 2.1.3 The classical school: Free will
    - 2.1.4 The neoclassical school: Mitigating circumstances, individual justice, and determinism
    - 2.1.5 Juvenile justice policy implications of supernatural, classical, and neoclassical theories
  - 2.2 Biological and psychological theories
    - 2.2.1 Biological theories: Physical appearance, body type and heredity
    - 2.2.2 Social learning theory
    - 2.2.3 Juvenile justice policy implications of biological and psychological theories
  - 2.3 Social disorganization, strain, and social control theories
    - 2.3.1 Neighborhoods and delinquency
    - 2.3.2 Strain theory
    - 2.3.3 Techniques of neutralization
    - 2.3.4 Social control / body theory: Attachment, commitment, involvement, and belief

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- 2.3.5 Juvenile justice policy implications of social disorganization, strain, and social control theories
- 2.4 Labeling and conflict theories
  - 2.4.1 Primary deviation and secondary deviation
  - 2.4.2 Disintegrative shaming and reintegrative shaming
  - 2.4.3 Differential oppression theory
  - 2.4.4 Juvenile justice policy implications of social labeling and conflict theories
- 2.5 Female delinquency theories
  - 2.5.1 Development of girls' identity and gender roles
  - 2.5.2 Patterns of female delinquency
  - 2.5.3 Explanations of female delinquency
- 3.0 Social and Institutional Context of Delinquency
  - 3.1 The family and delinquency
    - 3.1.1 Traditional functions of the family
    - 3.1.2 Family structure and delinquency
    - 3.1.3 Parenting styles and delinquency
    - 3.1.4 Maltreatment of children and delinquency
  - 3.2 Schools and delinquency
    - 3.2.1 Order and disorder in schools: Student misbehavior, school violence, and school dropouts
    - 3.2.2 School authority and student rights: Rules of conduct; search and seizures, free expression, expulsion and suspension
  - 3.3 Gang delinquency
    - 3.3.1 Peers and group delinquency
    - 3.3.2 Problems in defining gangs
    - 3.3.3 Characteristics of gangs
    - 3.3.4 Racial and ethnic variations in gangs
    - 3.3.5 Gang violence
    - 3.3.6 Drug-dealing gangs
    - 3.3.7 Female gang delinquency
    - 3.3.8 Gang suppression and intervention strategies
- 4.0 The Juvenile Justice System
  - 4.1 Police and delinquency
    - 4.1.1 Police, children, and the law: Search and seizure, arrest, booking
    - 4.1.2 Legal factors in police discretion: Seriousness of the offense, arrest record, and presence of evidence

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- 4.1.3 Extralegal factors in police discretion: Attitude of the offender, race and ethnicity, socioeconomic status, gender, and age
- 4.1.4 Police diversion of juveniles
- 4.2 The juvenile courts
  - 4.2.1 The processing of juvenile offenders
  - 4.2.2 Due process issues in the juvenile courts
  - 4.2.3 Public access to juvenile court proceedings and records
  - 4.2.4 Transfer of serious offenders to criminal court
- 4.3 Juvenile corrections
  - 4.3.1 Alternatives to institutionalization
  - 4.3.2 Confinement of juvenile offenders
  - 4.3.3 Institutions for girls
  - 4.3.4 Juveniles in adult prisons
  - 4.3.5 The death penalty and juveniles

### 8. Instructional Goals

This course will introduce students to:

- 1.0 The shifting definitions of juvenile delinquency and juvenile delinquents;
- 2.0 The different measurements of juvenile delinquency, and the information they provide on its prevalence and incidence;
- 3.0 The nature and extent of violent youth crime, including the role of firearms in youth violence;
- 4.0 The patterns and causes of illegal drug use among juveniles, and the relationship of drug use to other types of delinquent behavior;
- 5.0 The contrasting explanations for juvenile delinquency, and their different policy implications for juvenile justice;
- 6.0 The differences in the patterns and explanations for male and female delinquency;
- 7.0 The social and institutional context of delinquency provided by families, schools, and peers;

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- 8.0 The roles of the police, the courts, and corrections in the identification and processing of juvenile delinquents; and
- 9.0 The similarities and differences in the nature and extent of juvenile delinquency worldwide, specifically in the U.S.A. and the C.N.M.I.

### 9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Explain the shifting definitions of juvenile delinquency and juvenile delinquents;
- 2.0 Outline the different measurements of juvenile delinquency, and the information they provide on its prevalence and incidence;
- 3.0 Describe the nature and extent of violent youth crime, including the role of firearms in youth violence;
- 4.0 Explain the patterns and causes of illegal drug use among juveniles, and the relationship of drug use to other types of delinquent behavior;
- 5.0 Identify the contrasting explanations for juvenile delinquency, and their different policy implications for juvenile justice;
- 6.0 Describe the differences in the patterns and explanations for male and female delinquency;
- 7.0 Explain the social and institutional context of delinquency provided by families, schools, and peers;
- 8.0 Explain the roles of the police, the courts, and corrections in the identification and processing of juvenile delinquents; and
- 9.0 Outline the similarities and differences in the nature and extent of juvenile delinquency worldwide, specifically in the U.S.A. and the CNMI.

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## 10. **Assessment Measures**

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Periodic testing to assess the students' understanding and application of course content and their abilities to use critical thinking skills;
- 2.0 Writing assignments and exercises, including a research paper, that assess student's comprehension, analysis, and application of various concepts and research in juvenile delinquency;
- 3.0 Small group discussions through which students explore, apply, and evaluate topics; and
- 4.0 Oral presentations on students' comprehension, application, analysis, and evaluation of what they have learned.