



Nursing and Health Professions Division
1400 Tanyard Road Sewell, NJ 08080
856-468-5000

SOC 220 Sociology of Juvenile Delinquency

Syllabus

Lecture Hours/Credits: 3/3

Catalog Description

Prerequisite: Passing grade in RDG 099

This is an Orientation to the divergent theories, philosophies, values, attitudes and historical events which have contributed to the operation of modern juvenile justice systems; causes and attempts to prevent delinquency; identification of delinquents; detention and treatment methods; adjudication; and disposition including related social agencies.

Textbook and Course Materials

It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook, and any other materials required for their specific course and section.

Click here to see current textbook prices at rcgc.bncollege.com.

Evaluation Assessment

Online Proctoring

All courses offered at RCSJ, whether they are web-enhanced, hybrid, or fully online, may include assessments that make use of Online Proctoring. To find out more about Online Proctoring, and to learn about the minimum technical requirements, visit rcsj.edu/elearning/online-proctoring.

Grading Distribution

Grading to be determined by individual instructors.

Individual instructors may include the following assessment(s):

- Exams
- Class Discussions
- Written Assignments
- Attendance and Participation

Grading	B = 86%-89%	D+ = 71%-73%
	B- = 83%-85%	D = 67%-70%
A = 96%-100%	C+ = 80%-82%	D- = 64%-66%
A- = 93%-95%	C = 77%-79%	F = Below 64%
B+ = 90%-92%	C- = 74%-76%	

Rowan College South Jersey Core Competencies

(Based on the NJCCC General Education Foundation - August 15, 2007; Revised 2011; Adopted 2014)

This comprehensive list reflects the core competencies that are essential for all RCSJ graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

1. **Written and Oral Communication:** Students will communicate effectively in both speech and writing.
2. **Quantitative Knowledge and Skills:** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems
3. **Scientific Knowledge and Reasoning:** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4. **Technological Competency:** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals
5. **Society and Human Behavior:** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6. **Humanistic Perspective:** Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7. **Historical Perspective:** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8. **Global and Cultural Awareness:** Students will understand the importance of a global perspective and culturally diverse peoples.
9. **Ethical Reasoning and Action:** Students will understand ethical issues and situations.
10. **Information Literacy:** Students will address an information need by locating, evaluating, and effectively using information.

SOC 220 Core Competencies

This course focuses on one of RCSJ's Core Competencies:

- Written/Oral Communication

Student Learning Outcomes: Sociology of Juvenile Delinquency

<p>Successful completion of SOC 220 will help students</p>	<p>RCSJ's Core Competencies</p>	<p>Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)</p>
<p>1. Define the term "delinquency" and explain the term "delinquent." Explain the term "status offense" and give at least two examples. Describe the changes in the handling of juvenile offenders in America from the "Colonial Period" to the present. Compare chronic offender to adolescent limited offender.</p>	<p>Written Communication Oral Communication</p>	<p>Essays, class participation, discussions, exam.</p>
<p>2. Explain Methods Currently Used for Measuring Delinquency in United States. (UCR vs. NCVS) Articulate at least two major limitations of the UCR and the NCVS. Explain how crime statistics can be manipulated and the reasons for manipulation Compare the data collected by UCR and the NCVS and explain the rise or fall in the incidence and prevalence of delinquency in our society.</p>	<p>Written Communication Oral Communication</p>	<p>Essays, class participation, discussions, exam.</p>
<p>3. Explain and Discuss the Causes and Influences of Delinquency Biological Theories: *Explain Lombroso's Theory as it pertained to Delinquency. *Explain other genetic theories involving body types, IQ, twin and adoption studies. Sociological Theories: *Explain the negative effects of labeling and give one example.</p>	<p>Written Communication Oral Communication</p>	<p>Essays, class participation, discussions, exam.</p>

<p>*Explain the role of the family in a child's socialization process and be able to recite two functions of the family.</p> <p>*Explain how family structure has changed in the U.S. and the effect of this on the increase in delinquency.</p> <p>*Explain the effects of peer relationships and why peer pressure can influence delinquency.</p>		
<p>4. Discuss the Concept of Female Delinquency in the U.S.</p> <p>Explain growing up female in a patriarchal society.</p> <p>Explain the development of gender roles and give 2 examples.</p> <p>Explain the Chivalry Hypothesis as it pertains to female delinquency.</p>	<p>Communication, Critical Thinking</p>	<p>Essays, class participation, discussions, exam.</p>
<p>5. Explain the Role of Schools in Recognizing and Preventing Delinquency.</p> <p>Discuss the concept of bullying and give two solutions to deal with this problem.</p> <p>Explain the difference between expulsion and suspension of problem students.</p> <p>Discuss the "Stay In" problem versus the "Drop Out" problem.</p> <p>Explain why school officials have greater leeway in school search and seizures than the police.</p>	<p>Written Communication Oral Communication</p>	<p>Essays, class participation, discussions, exam.</p>
<p>6. Discuss the Juvenile Justice System and the Function of Police, Juvenile Court and Juvenile Corrections Within the System.</p> <p>*Explain legal and illegal factors that police consider when deciding if a juvenile offender will be formally arrested. Give one of each.</p>	<p>Written Communication Oral Communication</p>	<p>Essays, class participation, discussions, exam</p>

<ul style="list-style-type: none"> *Explain the different rights adult offender possesses versus rights of juvenile offenders. *Explain the process through the juvenile court system from intake to the disposition hearing. *Explain the confidentiality factor in juvenile court proceedings. *Explain the definition of waiver to adult court and discuss one type of waiver. *Explain the legality of the death penalty option for juvenile offenders. *Explain the role of diversion programs in the criminal justice system and give an example of one diversion program. *Explain juvenile corrections and the difference in length of sentence of juvenile offenders compared to adult offenders. 		
<p>7. Research and Present Circumstances Surrounding Major Criminal Investigations Involving Juvenile Offenders Within our Immediate Area and Across the Country. (Ex. DWI Fatalities, Road Rage, Aggravated Assaults, Violence with Schools)</p>	<p>Written Communication Oral Communication</p>	<p>Oral Presentations, class participation, discussions.</p>

Topical Outline

Childhood & Adolescence & Delinquency
Measurement & Nature of Delinquency
Social Structural & Social Process Theories of Delinquency
Social Interactionist Theories of Delinquency
Gender & Delinquency
Families & Delinquency
Schools & Delinquency
Gangs & Delinquency
Special Juvenile Offender Populations
Juvenile Justice in America
Police & the Juvenile
Juvenile Court
Juvenile Corrections
Sociological Views of Delinquency
Developmental Views of Delinquency
Drug Use & Delinquency
Delinquency Prevention
History of Juvenile Delinquency
Explaining Delinquency-Biological/Psychological/Psychological
Sociological Explanations
Due Process & Juveniles-the Law
Institutional Interventions
Probation & Community Corrections
Restorative Justice
Victimization
Defining Juvenile Delinquency
Peer & Social Context, Culture Gender & Gangs
Modern Theories
Prevention: Programs & Alternatives
Contemporary Issues

Affirmative Action Statement

The Board of Trustees is committed to providing a work and academic environment that maintains and promotes affirmative action and equal opportunity for all employees and students without discrimination on the basis of certain enumerated and protected categories. These categories are race, creed (religion), color, national origin, nationality, ancestry, age, sex (including pregnancy and sexual harassment), marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for military service, or mental or physical disability, including AIDS and HIV related illnesses.

For questions concerning discrimination, contact Almarie J. Jones, Special Assistant to the President, Diversity and Equity/Title IX and Compliance, 856-415-2154 or ajones@rcsj.edu or (Cumberland) Nathaniel Alridge, Jr., JD, Director, Diversity and Equity/Title IX and Judicial Affairs, 856-691-8600, ext. 1414 or nalridge@rcsj.edu. For disability issues or any barriers in the learning or physical environment related to a document condition/disability please contact: Gloucester campus – Carol Weinhardt, Director, Department of Special Services, ADA/504 Officer at 856-415-2247 or cweinhar@rcsj.edu; or Cumberland Campus – Meredith Vicente, Senior Director, Department of Special Services/Project Assist at 856-200-4688 or mvicent1@rcsj.edu

Department of Special Services

The Department of Special Services is committed to providing support services and ensuring equal access to eligible students with documented conditions/disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

(Gloucester Campus Location and Contact)

Location: Instructional Center, room 425A.

Primary Contact: Director, Carol Weinhardt, (email) cweinhar@rcsj.edu; or (phone) 856-415-2247.

(Cumberland Campus Location and Contact)

Location: Center for Academic & Student Success (CASS)

Primary Contact: Senior Director, Meredith Vicente, (email) mvicent1@rcsj.edu; or (phone) 856-200-4688.

Reporting Allegations of Sexual Assault and Resource Referrals (08/2021)

Gloucester Campus

There are multiple safe places for students to report allegations of sexual assault, both on and off campus. Reports of sexual assault can be made to any of the following offices listed in the chart below.

All students are encouraged to report alleged crimes on campus. Crimes that pose a threat to the campus community must be reported to **9-1-1**, Security, the Sheriff's Office or the Deptford Township Police Department. All employees, including Security staff, must report incidents of discrimination, harassment or sexual misconduct to the Title IX Officer.

Service	Resource	Phone Number/Location/Website
Non-Confidential Reporting Local Law Enforcement	Gloucester County Sheriff's Office Deptford Township Police Dept. Gloucester Co. Prosecutor's Office Sexual Assault Response Team	856-681-2200 856-845-2220 856-384-5500 856-384-5555
Non-Confidential Reporting 9-1-1 and Campus Security	9-1-1 Gloucester County Emergency Management Dispatch Campus Security Blue Light Emergency Phones <u>or</u> ext. 4444 from any campus desk phone	9-1-1 or push RED button on Campus Blue Light Emergency Phones 856-681-6287
Non-Confidential On-Campus Reporting Support Services	Almarie J. Jones Special Assistant to the President Diversity and Equity/Title IX and Compliance John F. Ryder Director, Student and Veteran Affairs	856-415-2154 College Center, Room 116 ajones@rcsj.edu 856-468-5000, ext. 6456 College Center, room 202 jryder@rcsj.edu
Confidential On-Campus Counseling and Support Services	Lois Y. Lawson-Briddell, Ph.D. MSW, LSW, Director Counseling & Wellness Services Center William Leonard, Ph.D. Intervention Teams Consultant Crystal Noboa, LSW, MSW Director, The Center for People in Transition (PIT) Diane Mussoline, EdS, LMFT Executive Director of Behavioral Services	856-464-5236 llawsonb@rcsj.edu College Center, Room 206 856-415-2119 wleonard@rcsj.edu College Center, STEM Office C-168 856-415-2264 cnoboa@rcsj.edu Career & Technical Education Center, Room 809, 1492 Tanyard Road 856-494-5665 dmussoli@rcsj.edu Rowan University Center, Room 200A
Confidential Off-Campus Full-Service Support	Center for Family Services/ Services Empowering Rights of Victims (SERV)	1-866-295-7378 Camden and Gloucester counties www.centerffs.org/serv
Hospitals with Sexual Assault Nurse Examiners	Inspira Medical Center Jefferson Washington Township Hospital	700 Mullica Hill Road, Mullica Hill, NJ 08062 856-508-1000 435 Hurffville-Crosskeys Rd., Turnersville, NJ 856-582-2500