



## CJ 2330

**Division:** Social and Behavioral Science

**Department:** Criminal Justice

**Course:** CJ 2330

**Title:** Juvenile Justice

**Catalog Description:**

This course covers the philosophy and development of the American Juvenile Justice system. The course of study will include the criminological, adjudicative, and corrections philosophies and policies.

**General Education Requirements:** N/A

**Semesters Offered:** Spring

**Credit/Time Requirement:** Credit: 3; Lecture: 3; Lab: 0

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Prerequisites:** N/A

**Corequisites:** N/A

**Justification:**

This course is required for an associates degree in Criminal Justice and meets the lower division requirements for a bachelors degree in criminal Justice. This course is transferable to Weber State University, Southern Utah University, and Utah Valley State College.

**Student Learning Outcomes:**

Upon successful completion of this course, students will know:

- the history and evolution of American Juvenile Justice
- the role of the juvenile justice system in relation and comparison to the criminal justice system as a whole
- the legal basis of modern juvenile justice policy and practices
- the criminological theories which serve to explain juvenile criminality
- the role of law enforcement, the courts, and corrections in juvenile justice
- the phenomena of social and peer influence in juvenile development as it relates to juvenile criminality.

**Content:**

This course will include:

- Historical Overview of Juvenile Justice in America
- Criminological Theories of Juvenile Justice Including Biological, Environmental, and Social Influences

- Gender and Juvenile Delinquency
- Gangs and Juvenile Delinquency
- The Family and Juvenile Delinquency
- Juvenile Delinquency and Schools
- Case Law and the Juvenile Justice System

### **General Education Outcomes:**

1) Read effectively, constructively, and critically.

Students are assigned readings from a text book and supplemental resources and are quizzed on content and vocabulary. Students are expected to participate in class discussions on topics relative to current cases and issues in the juvenile justice system.

2) Write clearly, informatively, and persuasively.

Students are assigned reading assignments which require written responses and research papers. Both are intended for the student to demonstrate his/her grasp of the subject matter through written articulation. These assignments are graded on neatness, completeness, and the quality of the student's analysis.

### **Key Performance Indicators:**

- quizzes, five to six (short answer): 20-30% of final grade
- homework assignments, five to six (written responses to questions): 20-30% of final grade
- research papers two, (5-7 pages): 40-50% of final grade

### **Representative Text and/or Supplies:**

- *Juvenile Delinquency, Theory and Practice*, current edition or equivalent, Siegel, Senna, and Welsh, Wadsworth/Thompson Learning.

**Optimum Class Size:** 25

**Maximum Class Size:** 35

**Signatures:**

I hereby submit this course syllabus:

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Eldon Barnes, MSW, Assistant Professor

I hereby find this course consistent with the goals and resources of the Criminal Justice Department:

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, , , Chair

I hereby find this course consistent with the goals and resources of the Social and Behavioral Science Division:

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Sue Dalley, M.S., Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)