

**Spring 2026**

<b>Meeting days:</b> Wednesday	<b>Instructor title and name:</b> Glen Laster, MA
<b>Meeting times:</b> 2:30 pm to 4:45 p.m.	<b>Phone:</b> 619-849-3246
<b>Meeting Location:</b> Rohor Hall 111	<b>E-mail:</b> glaster@pointloma.edu
<b>Additional info:</b>	<b>Office location and hours:</b> Rohor 103
<b>Final Exam:</b> TBD.	<b>Additional info:</b> upon request,

### **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 and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

### **COURSE DESCRIPTION**

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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**

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- 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 of living 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: 13th ed. 2018). ISBN: 9781337091831

### **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, viewpoints, 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 serves 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**

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### **Book Reports**

It is expected that each student will complete one book report. Choose a topic on Juvenile delinquency. Seek approval from the instructor on the book or article before beginning. Readings will be presented in class (no more than 5 minutes). Book reports are due before the class session on **April 10, 2024**. Students seeking extra credit may elect to submit a second book report to improve their overall score. 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. APA format.

### **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 17, 2024**. 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 in 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 on 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 3014 is scheduled for **Wednesday, March 20, 2024**

The final examination for SOC 3014 is scheduled for **TBD**

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**. 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.

<b>DATE</b>	<b>CLASS CONTENT OR ASSIGNMENT</b>	<b>Chapters</b>	
January 14,	Introduction – Childhood & Delinquency	Chapter 1	
January 21,	Nature and Extent of Delinquency	Chapter 2	
January 28	Views of Delinquency/Quiz 1	Chapter 3	
February 4	Structure, Process, Culture	Chapter 4	
February 11	Adam Foss discussion	Discussion	
February 11	Social Reaction, Social Conflict	Chapter 5	
February 18	Theories of Delinquency Life-Course	Chapter 6	
February 18	- Quiz 2		
February 25	Gender and Delinquency/ 3 Quiz	Chapter 7	
February 25	<b>BOOK REPORT DUE</b>		
March 9-13	SPRING BREAK	No School	
March 18	Family Influence on Delinquency and Child Abuse	Chapter 8	

March 18	Ben Carson: Applying Criminology Theory to a Juvenile's Life Story and Application to Public Policy	Discussion	
March 25	Peer Pressure	Chapter 9	
March 25	<b>CASE STUDIES DUE</b>	Quiz	
March 25			
	<b>MID-TERM EXAMINATION</b>		
March 25	- Family Issues, Delinquency, and Child Abuse	Quiz 5	
April 1	The case of Dan Schumaker	Discussion	
April 1	School Influence on Delinquency /Quiz-6	Chapters 10 & 11	
April 8	Drugs and Delinquency Quiz 7	Chapters 12, 13, 14	
April 15,	Book report due		
April 15	Quiz 8 / Juvenile Justice Court Processes & Corrections	Chapter 15,16	
April 22			
April 22	Delinquency Prevention/ Police Response to Delinquency	Chapter 17	
April 29	Case Study Presentations		
<b>TBD</b>	<b>FINAL EXAM</b>		

## 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 3014 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 on written work and presentations, will occur regularly. All communication in class is considered to be “public discourse” without expectation of privacy. Remaining enrolled in SOC 3014 will be construed as a tacit acknowledgment 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, and 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 is 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.

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## **PLNU ATTENDANCE AND PARTICIPATION**

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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

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## **PLNU ACADEMIC ACCOMMODATIONS**

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

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## **PLNU ACADEMIC HONESTY**

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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.

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## **PLNU FINAL EXAMINATION POLICY**

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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.

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## **PLNU COPYRIGHT POLICY**

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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.

12/24/2024