

# UNIVERSITY OF GUAM/UNIBETSEDAT GUAHAN

## SO-386-01 Juvenile Delinquency and Criminology

### 2025 Fanomnakan (Spring) Semester

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Course Delivery: On-line OLL at UOG Moodle Site and Zoom Meetings.

Moodle Key: [REDACTED]

Enrollment key: [REDACTED]

Zoom Address: [REDACTED]

Lecture Hours: Tue. Thu. 12:30 to 1:50

Lecturer: Dr. Todd Ames

Office Hours: Mon. Tue. & Fri. 2:00 to 4:00 by e-mail, phone, or by appointment.

Email: [tames@triton.uog.edu](mailto:tames@triton.uog.edu)

Phone: 671-735-2884

#### **COURSE CATALOG DESCRIPTION**

Students will learn the differences between juvenile delinquency, criminology, deviance and criminal justice. This course applies the sociological perspective to the study of the nature, causes and origins of juvenile delinquency and crime. This course presents a critical evaluation of current theories of delinquency and criminal causation. Some questions that are addressed include: What is unique about the juvenile court system and the laws relating to juvenile offenders. How do institutional and non-institutional treatment programs for juveniles function? How effective have the various delinquency control and prevention programs been? What is crime? How does behavior become labeled as criminal? What forces lead to criminal behavior becoming legalized, and legal behavior becoming criminalized, and who commits crimes? Prerequisite: SO101 or consent of instructor

#### **COURSE TEXTS**

Sharp P., Hancock B., *Juvenile Delinquency: Historical, Theoretical and Societal Reactions to Youth*, Prentice Hall, 2<sup>nd</sup> Edition, 1998. \*Available on Moodle platform.

There is also reading packet of articles, chapters and papers which are available on the Moodle platform.

#### **COURSE CONTENT**

This course will cover a wide range of topics dealing with the historical processes, trends, of juvenile delinquency and criminology and the various explanations and responses that have been generated.

#### **COURSE OBJECTIVES**

The objectives of this course will be to introduce to students the sociological principles, concepts and issues that contribute to our understanding of juvenile delinquency and criminology. After completing this course students should be able to define and describe and contrast the theoretical perspectives that apply to juvenile delinquency and criminology. This course is designed to provide students with an understanding of the relevant research that has been conducted on juvenile delinquency and criminology and assist students in developing the ability to design a research study, to use technical skill in retrieving information and data from various archival sources, collect and analyze data, and present the research findings in a scientific technical writing format. Finally this course is intended to aid students in developing an understanding of the ethical issues surrounding the study of juvenile delinquency and criminology.

#### **COURSE ORGANIZATION**

This course will consist of a combination of approaches that are intended to aid the student in approaching and entering the study of juvenile delinquency and criminology. The approaches will include Moodle lectures and presentations, these are Asynchronous (this means they are recorded) there are course readings, movies, seminar style discussion groups which are Synchronous Zoom Meetings (where we meet live on Zoom) and research by the student on a topic of their interest.

**ACCESS STATEMENT**

Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Moodle System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.

**GRADING INFORMATION****GRADE**

Letter Grade	Grade Point Value	Percent Grade	Definition	
A+	4.00	98-100%	Outstanding	Honors-level performance with superior quality and extraordinary distinction.
A	4.00	93-97%		
A-	3.67	90-92%		
B+	3.33	87-89%	Good	Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course.
B	3.00	83-86%		
B-	2.67	80-82%		
C+	2.33	77-79%	Adequate	Students have achieved the level of competency needed for advancing to a subsequent course which has this course as pre-requisite.
C	2.00	70-76%		
D	1.00	60-69%	Deficient	Minimal passing, but not adequate to take a subsequent course which has this course as pre-requisite.
F	0.00	<60%	Failure	Inadequate to receive credits.
P			Pass	
I			Incomplete	
NC			No Credit	

**GRADE CATEGORIES FOR ASSIGNMENTS AND TESTS BY PERCENTAGE POINTS****GRADING**

Grades for the course will be awarded on the following basis:

Midterm Exam	20%
Final Examination	20%
Term Project Research Paper	34%
Class Participation in Discussion Units	16%
Presentation of Research Findings	10%

Attendance is required at all classes, discussion groups and class presentations. Letter grades will be based on the CLASS Grading Policies.

## **INFORMATION ON HOW ASSIGNMENTS AND TESTS WILL BE GRADED**

Reading Assignments will be graded using a rubric based on the number of questions completed for each assignment, their complexity and the students participation in the discussion seminar. Tests will be graded using a rubric based on the number of points correctly addressed in each test answer. The research paper will be graded using a rubric based on the number of points identified in the research paper description. The Research Presentation will be graded using a rubric based on how thoroughly the student presents their research activities, data analysis and conclusions.

## **ASSIGNMENT DESCRIPTIONS**

### **DISCUSSION UNITS**

These are periods during the scheduled discussion times when students will meet in a Zoom Meeting to discuss the week's assigned articles or chapters. The first discussion group is for a film. Students will go into breakout rooms of 3-4 students to discuss the readings or film. The purpose of the discussion units is to assist students in developing their abilities in evaluating and critically assessing the processes of juvenile delinquency and criminology.

### **Preparing for Discussion Units**

To prepare for the discussion units students must read the assigned material or watch the film and prepare a set of 6 questions for each discussion group that will enable them to have a useful exchange of views with other members of the group.

**Step 1:** Read the assigned material or watch the film and make notes of the main points, topics, and conclusions. Reread the article or chapter, and note the page numbers and lines for each important point or topic.

**Step 2:** Use your notes to generate 4 to 6 questions about the assigned material that can be posed to other students in your unit. These questions need to be genuine questions and not statements, and should be in your own words. Ensure that your questions are as concise as possible.

**Step 3:** Other than your discussion questions note down any points or topics that are unclear to you. An important aspect of learning new material is recognizing when something is unclear and finding the answers to your questions. One of the best methods to really learn a new topic is to have to explain it to others. This is why you will have to rely on your fellow students, and they will rely on you, for answers and clarification.

**Step 4:** On discussion unit days, you must submit a copy of your questions to the instructor via e-mail. Also have a copy of your questions to use in the discussion unit. Also bring the assigned reading material and your reference notes to the discussion group.

**Step 5:** During discussion units you will be formed into groups of three to four students. There will be different groups formed different for each discussion unit. The point is to hear all of the other student's opinions and views.

### **Notes on Preparing Questions:**

1. Be sure to read the material and prepare your questions before you come to the tutorial. A copy must be delivered to the instructor by e-mail before discussion that day. Students who do not prepare questions before the discussion will not be admitted into the discussion groups and will not receive a credit towards their grade for that day's discussion unit.
2. Be sure to prepare questions that are not simply answered with a "yes" or "no". The questions that you prepare must invite discussion. For example if you were preparing discussion questions on Merton's analysis of values and delinquency, you could ask: "How do the values of social systems influence the ways in which we view the processes of juvenile delinquency and criminology?"
3. Do not prepare questions which simply ask what the author said, these questions should generate discussion about the topics.

4. Do not deliver your questions and leave before the discussion or you will not receive credit for that discussion unit.

### **How the Discussion Units Work:**

The prepared discussion questions are the admission ticket to the discussion units. On the days of the discussion units bring copies of your questions to the discussion. Deliver one copy to the instructor by e-mail. When it is time for the discussion to start, you will be formed into groups of three or four students per breakout room. As soon as the units form, students should begin their discussions.

During the discussion units each student in turn should pose one of their questions to the group. This should be followed by a discussion, the purpose of which is for the students to help each other to understand the material better. The discussion units are not intended to be a forum for arguments. If a student's question is unclear, the other students should indicate this and help in its clarification. If members of a unit have widely differing questions, the unit might discuss why this has occurred. It is essential that each student participates fully and that there is a useful exchange of ideas.

If students have completed discussion of all the questions posed, they should proceed to whatever points or topics that one or more of the unit members found difficult or unclear. Remember that by using each other as resources, it will help all of you to learn the material better. Before the end of the discussion period, each group will need to decide on a question posed within the group to present to the class in a general discussion. Select whichever question seems to be of the greatest interest within the group and the author of that question will present it in the general class discussion.

During the discussion units, the instructor will circulate and listen to the discussions and ensure that the unit is dealing with issues relevant to the assigned material. Attendance will be recorded at this time. Unless there is a problem or the instructor decides to enter the discussion, the unit should continue the dialogue and ignore the instructor.

### **Grading for the Discussion Unit:**

For each of the sets of discussion unit questions you may receive up to 2 percent of your final grade, or 2 points per unit. No grade will be issued for students who turn in questions but do not attend the discussion units. In addition to required attendance, grading will be based on the quality of questions that each student generates.

## **RESEARCH PAPER**

For the research paper each student will need to conduct research on some aspect of juvenile delinquency and criminology. Suitable topics would include any of the main topics covered during the course, or any other topic that is clearly related to juvenile delinquency and criminology.

Suitable background sources for the research projects are any of the professional journals in the library, or any sociological, anthropological, political science, or historical account of some aspect of juvenile delinquency or criminology. Students must choose a main background source other than Sharp and Hancock's or from the readings in class, although those may be used as secondary sources.

**Remember** you are sociologists, you want to find out what other people think, feel or have experienced, this is not a paper about your own opinions.

The research paper should identify **a clear topic to address, offer an introduction and background material** on the topic. The student must then **explain both their secondary and first hand research findings, analyze the data and offer conclusions**. The paper must also have a **clear theoretical application** explaining your topic or issue. The research paper should be **ten pages** in length, typed, and double-spaced. The paper needs to have full bibliographic citations and should not have lengthy quotes. Web sources should be limited to less than half of the material cited in paper and must also be given a full citation. Papers are due May 6th.

One page outlines for the papers, identifying the source, and basic points of the study are due by Feb. 18th.

The final weeks of classes each student will have to make a brief (10-15 minute) presentation of their findings. This will be followed by several minutes of questions and class discussion. Attendance at the class presentations is required.

## **CLASS SCHEDULE AND READING ASSIGNMENTS**

### **Introduction to Juvenile Delinquency and Criminology**

#### **WEEK 1**

Jan. 23 Course Session 1, Orientation: Access Moodle site, download syllabus and assigned text.

#### **WEEK 2**

Jan. 28 Course Session 2, Intro to Course Subject: \*\*\* **Synchronous Zoom Meeting** 12:30.

Jan. 30 Course Session 3, Asynchronous Lecture on Introduction to Juvenile Delinquency.  
Read Sharp and Hancock Chapters 1 and 2. Targets SLO 1 and 2.

#### **WEEK 3**

Feb. 04 Course Session 4, Asynchronous Lecture on Historical Views, Trends and Policies towards Juvenile Delinquency 12:30. Read Sharp and Hancock Chapters 3 and 4. Targets SLO 1 and 2.

Feb. 06 Course Session 5, Watch Film on Juvenile Delinquency: Go to Youtube, search for: *PBS Juvenile Justice*, it is 1:31 in length. <https://www.youtube.com/watch?v=L0NL5GyDKtc>  
Targets SLO 1 and 2.

#### **WEEK 4**

Feb. 11 Course Session 6, Asynchronous Lecture on Historical Views, Trends and Policies towards Juvenile Delinquency 2. Read Sharp and Hancock Chapters 5 and 6. Targets SLO 1 and 2.

Feb. 13 Course Session 7, Discussion Group: \*\*\* **Synchronous Zoom Meeting** 12:30. Reading and Discussion on: Empey, LaMar T. and Mark C. Stafford, "How Delinquency is Constructed" pgs. 1-13. And Reading on Jensen, Gary F. and Dean G. Rojek, "Explanations of Delinquency: Body, mind and learning." In *Delinquency: A Sociological View*, pgs. 122-154, Toronto: D.C. Heath and Company, 1980. Targets SLO 1, 2 and 3.

#### **WEEK 5**

Feb. 18 Course Session 8. Film on Juvenile Incarceration, Search Youtube for Frontline Documentary: *Juvenile Life Sentence Prison Documentary 2017*. [https://www.youtube.com/watch?v=\\_zt2ilakmqg](https://www.youtube.com/watch?v=_zt2ilakmqg)  
Read Sharp and Hancock Chapters 7 and 8. Outlines of papers due.  
\*\*\*Outlines for Paper due. Targets SLO 1 and 2.

Feb. 20 Course Session 9, Discussion Group: \*\*\* **Synchronous Zoom Meeting** 12:30. Reading and Discussion on: Workmen, Randall et al., *Guam Youth Risk Behavior Surveys: 2001. Percentage Distributions for Total Middle School and High School populations with breakdowns by Gender, Grade Level, and Ethnicity*. Mangilao: University of Guam. Targets SLO 1, 2 and 3.

#### **WEEK 6**

Feb. 25 Course Session 10, Asynchronous Lecture on Theoretical Views on Juvenile Delinquency  
Read Sharp and Hancock Chapter 9. Targets SLO 1, 2 and 3.

Feb. 27 Course Session 11, Discussion Group: \*\*\***Synchronous Zoom Meeting**. 12:30. Reading and Discussion on Merton, Robert K. "Social Structure and Anomie." pgs. 131-150 and Sutherland, Edwin H. and Donald R. Cressey, "The Theory of Differential Association. **both in** *In Society, Delinquency, and Delinquent Behavior*. Edited by H.L. Voss, pgs 151-156. Boston: Little Brown and Company, 1970. \*\*\***Zoom Meeting for Discussion**. Targets SLO 1, 2 and 3.

**WEEK 7**

Mar. 04 Course Session 12, Asynchronous Lecture on Drugs and Juvenile Delinquency: Read Sharp and Hancock Chapters 10 and 12. Targets SLO 1, 2 and 3.

Mar. 06 **Charter Day – No Classes**

**WEEK 8**

Mar. 11 Course Session 14, Asynchronous Lecture on Other Explanations of Juvenile Delinquency. Targets SLO 1, 2 and 3.

Mar. 13 Course Session 13, Discussion Group: \*\*\***Synchronous Zoom Meeting**. 12:30. Reading and Discussion on: Chambliss, William K.. “The Saints and Roughnecks” pgs.291-300, Becker, Howard S., “Becoming a Marijuana User.” In *Boundaries: Readings in Deviance, Crime and Criminal Justice*, pgs. 313-326. MA: Pearson Custom Publishing, 2003. 1973. Mokuau, Noreen and Lisalinda Natividad, “Chamorro: Recognizing a people and their issues with substance abuse.” Pgs.137-150 and Mason, Michael, “Chilling the Pacific: Ice in the Commonwealth of the Northern Marianas (CNMI).” pgs. 172-184, Both in *Cultural Competence Series, Responding to Pacific Islanders: Culturally competent perspectives for substance abuse prevention*, US Dept. of Human Services. 1998\*\*Zoom Meeting for Discussion. Targets SLO 1, 2 and 3.

**WEEK 9**

Mar. 17-22 **Spring Break-No Class**

**WEEK 10**

Mar. 25 Course Session 15, Asynchronous Lecture on The Social and Institutional Context of Family and Juvenile Delinquency. Read Sharp and Hancock Chapters 14 and 15. Targets SLO 1, 2 and 3.

Mar. 27 Course Session 16, Movie on Drug and Alcohol Abuse: Watch YouTube Movies on Social Problems in Micronesia. Watch YouTube Movies; “*Too High*” by *Micronesian Seminar*, and *Habilitat Hawaii: True Stories of Addiction to Crystal Methamphetamine and Other Drugs*  
\*\*\***Synchronous Zoom Meeting For Review**, Mar. 15<sup>th</sup>, 12:30. Targets SLO 1, 2 and 3.

**WEEK 11**

Apr. 01 Course Session 17. **Midterm Exam**. Targets SLO 1, 2, 3 and 5.

Apr. 03 Course Session 18, Movie on Serial Killers and Sex Crimes: Search Youtube for: *Monsters Among Us - Sex Offenders* Westley Allen Dodd. Targets SLO 1, 2 and 3.

**WEEK 12**

Apr. 08 Course Session 19, Asynchronous Lecture on Classifying and Measuring Crime in American Society. Targets SLO 1 and 2.

Apr. 10 Course Session 20, Discussion Group: \*\*\***Synchronous Zoom Meeting**. 12:30. Reading and Discussion on: “The Subculture of Violence”, by Marvin Wolfgang and Franco Ferracuti. “Youth, Underemployment, and Property Crime: Differential Effects of Job Availability and Job Quality on Juvenile and Young Adult Arrest Rates, by: Emilie Andersen Allan and Darrell J. Steffensmeier And “Social Change and Crime Rate Trends: A Routine Activity Approach”, by Lawrence E. Cohen and Marcus Felson. “Winning the War on Drugs: A “Second Chance” for Nonviolent Drug Offenders” Source: Harvard Law Review, Vol. 113, No. 6 (Apr., 2000), pp. 1485-1502. Targets SLO 1, 2 and 3.

**WEEK 13**

- Apr. 15 Course Session 21, Asynchronous Lecture on Crime in Guam. Targets SLO 1, 2 and 3.
- Apr. 17 Course Session 22, Discussion Group: \*\*\***Synchronous Zoom Meeting 12:30**. Reading and Discussion on: Read “Hate Crimes”, by James B. Jacobs and Kimberly A. Potter. “Child Abuse”, by Leslie Margolin. “School Shootings”, by Ronald Burns and Charles Crawford. “An Institutional Response to Date Rape”, Dale Rajacich, M. Kaye Fawdry, Mary L. Berry. Targets SLO 1, 2 and 3.

**WEEK 14**

- Apr. 22 Course Session 23, Asynchronous Lecture on The Criminal Justice System: Punishment and Rehabilitation. Targets SLO 1, 2 and 3.
- Apr. 24 Course Session 24, Movie on Crime and Punishment: Search Youtube for: *Crime and Punishment In America (Documentary)*. Targets SLO 1, 2 and 3.

**WEEK 15**

- Apr. 29 Course Session 25, Movie on Women in Prison: Search Youtube for: *Lockup Maximum Security Female Unit*. Targets SLO 1, 2 and 3.
- May 01 Course Session 26, Discussion Group: \*\*\***Synchronous Zoom Meeting 12:30**. Reading and Discussion on: “Do Sexual Offender Registration and Notification Laws Effect Criminal Behavior?”, by J.J. Prescott and Jonah Rockoff. “The Lethal Effects of Three Strikes Laws”, by Thomas Marvell and Carlisle Moody. “Kill or Cure? The Death Penalty in the US. By Louis Blom-Cooper. \*\*\***Zoom Meeting for Discussion**. Targets SLO 1, 2 and 3.

**WEEK 16**

- May 06 Course Session 27, Research Presentations: \*\*\***Synchronous Zoom Meeting 12:30**. Research Project Presentations. Targets SLO 1, 3, 4 and 5. \*\*\*Research Papers Due..
- May 08 Course Session 28, Research Presentations: \*\*\***Synchronous Zoom Meeting 12:30**. Research Project Presentations. Targets SLO 1, 3, 4 and 5.

**WEEK 17**

- May 13 Course Session 29, Research Presentations: \*\*\***Synchronous Zoom Meeting 12:30**. Research Project Presentations. Targets SLO 1, 3, 4 and 5.
- May 15 Course Session 30, Research Presentations: \*\*\***Synchronous Zoom Meeting 12:30**. Research Project Presentations. Targets SLO 1, 3, 4 and 5.

**WEEK 18**

- May 20 Course Session 31, Final Exam: Targets SLO 1, 2, 3, and 5.

**CLASS ATTENDANCE POLICIES**

Attendance is required at all classes, discussion groups and class presentations. Students who do not attend Seminar Discussion Groups will not receive a grade for that session. Students who arrive late or leave early and miss more than 1/3 of the session will not receive the full grade points for that session. Final letter grades will be based on the CLASS Grading Policies.

**NETIQUETTE**

Remember your “netiquette,” or network etiquette. Although you may traditionally interact informally with friends and family when you are online, it is important to note that this is a classroom environment and students must adhere to high standards of academic behavior. This classroom is a safe haven for all ideas. We are all unique individuals entitled to our own opinions and beliefs. Any comments, jokes, or remarks that denigrate the worth of an individual's physical/mental ability, body size, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and will not be tolerated.

- a. Do not say things in an email or forum post that you would not say face to face.
- b. Be polite, concise, and remember that all-caps signify yelling.
- c. Do not send forwards to the class list or to the professor.
- d. Proofread. Please avoid texting language, lack of punctuation, capitalization, or inappropriate signatures.
- e. Emojis should not be used in graded assignments. You are welcome to use them in informal writing.

**TECHNICAL ASSISTANCE STATEMENT**

Students needing technical assistance from the Center for Online Learning can reach them at the following contacts.

**Location: Dean's Circle, House #6**

**Tel: (671) 735-2620**

**Help Desk: [helpdesk@uog.edu](mailto:helpdesk@uog.edu)**

**Moodle Help: [moodlehelp@triton.uog.edu](mailto:moodlehelp@triton.uog.edu)**

**Hours: 8 a.m. – Noon and 1 p.m. – 5 p.m., Monday – Friday**

**CERTIFICATION OF ORIGINAL WORK**

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

**COMMUNICATIONS POLICY**

Use of gotritons/triton email accounts are the preferred method of communication, the course will also be using ZOOM and instructor course mail on the Moodle Site for messages and assignments.

**EEO/ADA STATEMENT**

The University is committed to maintaining the campus community as a place of work and study for faculty, staff, and students, free of all forms of discrimination and harassment. If you experience harassment or discrimination, then you should report it immediately to the EEO Director at the **EEO/ADA & Title IX Office**, Institutional Compliance Officer (671) 735-2244 located in Dorm 1. For immediate assistance in an emergency call 911.

**DSS (Disability Support Services) Accommodation**

For individuals covered under the ADA (Americans with Disabilities Act), if you are a *student* with a disability requiring academic accommodation(s), please contact the Student Counseling and Advising Service Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, [disabilitysupport@triton.uog.edu](mailto:disabilitysupport@triton.uog.edu) or telephone/TDD 671-735-2460.



**No Recording Policy:**

**Recording of online class meetings is not allowed. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.**

**Program and Student Learning Outcomes:**

For Students of SO 386, Juvenile Delinquency and Criminology

<b>Course Student Learning Outcomes (SLOs)</b>	<b>Program Learning Outcomes (PLOs)</b>	<b>Institutional Learning Outcomes (ILOs)</b>	<b>Methods for Assessing SLOs</b>
SLO 1: To introduce to students the sociological principles, concepts and issues that contribute to our understanding of juvenile delinquency and criminology.	PLO 1: The discipline of sociology and its role in contributing to our understanding of social reality such that the student can apply the sociological imagination and Sociological principles and concepts to any social topic, including to her or his own life.	ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context; ILO6: An appreciation of the arts and sciences; ILO7: An interest in personal development and lifelong learning.	Midterm and final Exams, and final paper.
SLO 2: After completing this course students should be able to define and describe and contrast the theoretical perspectives that apply to juvenile delinquency and criminology.	PLO 2: The role of theory in sociology, such that the student will be able to define theory and describe its role in generating sociological knowledge, and be able to compare and contrast basic theoretical perspectives.	ILO1: Mastery of critical thinking and problem solving; ILO3: Effective oral and written communication.	Midterm and Final Exam. Weekly reading assignments.
SLO 3: This course is designed to provide students with an understanding of the relevant research that has been conducted on juvenile delinquency and criminology and assist students in developing the ability to design a research study, collect and analyze data and present their data in a research paper format.	PLO 3: The role of empirical evidence and the application of qualitative and quantitative research methodologies in collecting data, the ability to design a research study, collect and analyze data , and present the findings in research paper format.	ILO1: Mastery of critical thinking and problem solving; ILO2: Mastery of quantitative analysis.	Midterm and Final Exam and Final paper, and weekly assignments.
SLO 4: To develop technical skill in retrieving information and data from various archival sources, and the ability to collect and analyze data.	PLO 4: Technical skill in retrieving information and data from archival sources, the internet and other data storage formats, and the use of computers for data analysis	ILO1: Mastery of critical thinking and problem solving; ILO2: Mastery of quantitative analysis; ILO3: Effective oral and written communication;	Final paper.
SLO 5: To develop the technical skill to present the research findings in a scientific technical writing format. Also that students develop an understanding of the ethical issues surrounding the study of juvenile delinquency and criminology.	PLO 5: Scientific technical writing that accurately conveys the data findings. An understanding of the issues and the ability to apply the principles of ethical practices in Sociology.	ILO1: Mastery of critical thinking and problem solving; ILO2: Mastery of quantitative analysis; ILO3: Effective oral and written communication;	Midterm and Final Exams, Final Paper, oral presentation of research findings.