Honolulu Community College
General Education – DIVERSIFICATION DESIGNATION
Certification and Recertification
Application Form
Spring 2012

APPLICANT: Fumiko Takasugi

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COURSE ALPHA and NUMBER: SOC231

COURSE TITLE: Introduction to Juvenile Delinquency

ESTIMATED NUMBER OF SECTIONS:
Fall: 1
Spring: 1

APPLICATION IS FOR:
☐ New Course ☐ Modified Course x Existing Course ☐ Re-designation

☐ Certification x Re-Certification. Date of last certification:

DIVERSIFICATION AREA DESIGNATION SOUGHT:
☐ DA (Arts) ☐ DP (Physical Sciences)
☐ DB (Biological Sciences) X DS (Social Sciences)
☐ DH (Humanities) ☐ DY (Laboratory)
☐ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area? 100%

What percentage of CLASS MEETINGS focuses on this diversification area? 100%
1. **Hallmarks and SLOs.** Please explain how course-specific SLOs align with the diversification area’s hallmarks.

**DS.1. uses the terminology of theories, structures, or processes in the social or psychological sciences.**

SLO 1 – Employ major sociology theoretical perspectives to juvenile delinquency in daily life  
SLO 4 – Summarize, analyze, and evaluate academic articles about juvenile delinquency  
SLO 5 – Use writing to discover, develop, and support ideas on juvenile delinquency

Students of SOC231 learn major theoretical approaches in Sociology, as well as societal processes, through concepts like socialization and structure versus agency, especially with regards to juvenile delinquency (SLO 1) through lectures, discussion, reading, and writing. Familiarity with concepts leads to the ability to use the terminology (SLO 4, SLO 5). This familiarity is acquired through learning the concepts, and engagement with the terms results in the application of these concepts.

**DS.2 involves concepts, models, practices, or issues of concern in the scientific study of these theories, structures, or processes**

SLO 1 – Employ major sociology theoretical perspectives to juvenile delinquency in daily life  
SLO 2 – Recognize strengths and weaknesses of basic sociological research methods in juvenile delinquency  
SLO 3 – See juvenile delinquency in the local, national, and the global  
SLO 4 – Summarize, analyze, and evaluate academic articles related to juvenile delinquency  
SLO 5 – Use writing to discover, develop, and support ideas on juvenile delinquency  
SLO 6 – Use discussion to discover, develop, and support ideas on juvenile delinquency

DS2 addresses the core of Sociology, which is the scientific study of the interaction of individual and society. The individual is affected by the society in which s/he lives, and the individual also affects that society. SOC231 introduces students to the scientific method (SLO 2), the meaning of the social fact, and how these can be applied in the sociological imagination (SLO 1) as applied particularly to the area of juvenile delinquency. Students of SOC231 are challenged to apply concepts and models to everyday examples and current events (SLO 3). They are expected to gradually utilize sociological concepts and models in analyzing daily life. This is done through engaging in critical thinking through discussion (SLO 6), reading (SLO 4), and writing (SLO 5).

**DS.3. demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or processes of these sciences.**

SLO 2 – Recognize strengths and weaknesses of basic sociological research methods in juvenile delinquency  
SLO 4 – Summarize, analyze, and evaluate academic articles related to juvenile delinquency  
SLO 5 – Use writing to discover, develop, and support ideas on juvenile delinquency
SLO 6 – Use discussion to discover, develop, and support ideas on juvenile delinquency

Students of SOC231 gain an understanding of the scientific method in order to distinguish “common sense” knowledge from knowledge gained by rigorous systematic observation through an objective eye. Students learn both quantitative methods such as survey, experiments, and content analysis as well as ethnographic and archival research that is more qualitative in nature, learning the strengths and weaknesses of each (SLO 2). As a way of accomplishing this learning, students read academic work (SLO 4), do structured writing (SLO 5), and engage in discussion that encompasses the scientific method (SLO 6).

2. **Assessment strategies.** Explain assessment strategies you have used (or plan to use) to measure the degree to which students exit the course with the course-specific SLOs. If there are multiple sections of the course taught by different instructors, please discuss how assessment is (or will be) carried out across instructors.

Multiple instructors teach sections of SOC231. Instructors assess SLOs each semester through exams, writing assignments, and discussion/oral presentations. Student surveys are also utilized as a form of assessment data, although information gained is less direct with regard to how well a student has achieved a given SLO (since this is based on the student’s confidence in what s/he has achieved).

**Exams**

Type of exam differs from instructor to instructor. However, regardless of mode (i.e., essay format, multiple choice, short answer, or a combination of these), exams are developed to assess: 1) whether a student knows and can apply the necessary terminology of theories, structures, and social process and 2) whether a student comprehends and can use the concepts involved in the scientific method. A few examples can help to illustrate. A multiple-choice question may test how well a student can distinguish different criminological theories. Such an exam question can assess SLOs 1 and 4. A short-answer question can assess how well a student understands the strengths and weaknesses of quantitative versus qualitative research methods (SLO 2). In an essay exam question, the instructor can assess SLOs 1 and 2 through SLOs 4 and 5. The instructor can ask the student to demonstrate the application of a concept like breaching, by having him/her write a paragraph or two to show how an article (read for class) utilizes the concept.

**Writing assignments**

Different instructors have developed different writing assignments in the various sections of SOC231, but all instructors create such assignments to assess how well students: 1) understand concepts and theories (SLO 1); 2) are able to apply these concepts and theories to everyday life (SLO 3); and 3) can use the scientific method to structure writing (SLO 2, SLO 5). Writing assignments directly assess SLO 5. SLO 4 is also assessed in writing assignments, as proper citation and format are significant parts of a Sociology paper. Reviewing literature and the ability to discuss and apply concepts, theories, and methods from peer-reviewed published work are important skills learned in SOC231. Acquisition of these skills is assessed through student writing.

**Discussion and oral presentations**
Different instructors have developed different discussion and oral presentation requirements in the various sections of SOC231. Some instructors do not stress much oral in-class presentation, while others have students work on group projects to be presented to the rest of the class. For example, one instructor has an extended discussion on gangs in class, in which students share the influence of gangs in their own lives, while also seeing the theoretical applications of theory on micro-level cases; thus, utilizing the sociological imagination in better understanding juvenile delinquency. Examining gangs in everyday life in the personal and societal level through discussion helps students better understand sociological perspectives (SLO 1, SLO 3).

**Student surveys**

Regular student evaluations conducted at the end of the semester as well as more informal surveys are used to gauge how students feel about their learning in SOC231. For example, questions such as how well a student feels s/he achieved understanding human behavior and use of research methods and scientific inquiry skills help derive quantitative data on students’ confidence in these areas. Furthermore, areas where students feel they need more work and/or support can be fleshed out in the open-ended questions at the end of the evaluations.

3. **Assessment of assessment**. How have you used (or plan to use) the assessment findings to modify or improve this course? If there are multiple sections of the course taught by different instructors, please discuss how review of assessment results is (or will be) carried out across instructors.

Individual instructors review results from exams, papers, and oral presentations each semester to determine where students are succeeding and where they are experiencing difficulty. Instructors then work on modifying teaching in areas where assessment shows students having difficulty. For example, exams often show that students have difficulty in applying concepts to real-life scenarios. Theories are often abstract and difficult to grasp; therefore, instructors work at exposing students to many examples in lectures and through reading. If students do not come to class or do not do the reading, they will not be fully comprehend or be able to apply these concepts. Instructors have therefore worked on attendance policy or testing and quizzing students specifically on readings.

Instructors in Sociology also continuously reflect on and discuss challenges in the SOC231 sections throughout the semester. At the end of the semester, the instructors meet as a department to reflect back on what worked and what hadn’t worked during the past semester. Exam questions, paper guidelines, use of specific materials, group projects, and other innovations are continuously revisited in these instructor group settings. Looking to the future, we now have a plan in place to continue these meetings, but with a focus on the Diversification Hallmarks and course SLOs. The results of these meetings will be reflected in the next round of recertification of the course.
DIVERSIFICATION BOARD DECISION:

☐ Approved
  Re-Certification Due: ________________

☐ Not approved
  If not approved, reasons for disapproval:

_____________________________________________________________________

Diversification Board Chair Signature: ________________________________

Date: ________________
Sociology 231: Introduction to Juvenile Delinquency

Instructor: Matthew J. O'Neil  
Email address: mjoneil@hawaii.edu  
T/TH 2:30-3:45pm  
BLD7 632  
Office: BLD. 7 Rm. 621  
Office Hrs: 3:15-4:15 T

**CATALOG DESCRIPTION & STUDENT LEARNING OUTCOMES**

This course will study of types, conditions, processes, and theories relating to juvenile delinquency. It will include the study of the development of alienation and deviance by youth and study of the juvenile correction systems in American society. The student learning outcomes are:

1. Employ major sociology theoretical perspectives to juvenile delinquency in everyday life.
2. Recognize strengths and weaknesses of basic sociological research methods in juvenile delinquency.
3. See juvenile delinquency in the local as well as the global.
4. Summarize, analyze, and evaluate academic articles related to juvenile delinquency.
5. Use writing to discover, develop, and support ideas on juvenile delinquency.
6. Use discussion to discover, develop, and support ideas on juvenile delinquency.

**DS CREDIT/ARTICULATION/PREREQUISITE**

SOC231 fulfills a social sciences requirement (DS) for the A.A. degree at HCC and UH-Manoa. This three-credit course transfers to all UH campuses and virtually every college in the country; however, students should review their core distribution requirements before enrolling. As this is a transfer level course, ENG22/60 is a prerequisite and collegiate reading and writing skills are absolutely necessary.

**COURSE TASKS**

1. *Group Project*: Groups of 3-4 students will create a group paper and presentation on specific forms of Juvenile Delinquency. This project is worth 25% of your grade.

2. *Quizzes*: Five (5) non-cumulative quizzes based on the assigned readings, lectures, and films will account for 25% of your grade. No make-up quizzes except for documented medical emergencies.
3. **Reflective Papers**: Four (4) papers covering films presented in class will account for 25% of your grade. These papers should be a minimum of 2-3 double spaced pages. A guide sheet will be provided. No late papers will be accepted.

4. **Final Exam**: There will be a cumulative final exam covering all materials reviewed in class. The final exam will account for 25% of your grade.

**Grading Scale and Percentages**:

- **A** = 95-100
- **A-** = 90-95
- **B+** = 85-90
- **B** = 80-85
- **C+** = 75-80
- **C** = 70-75
- **D** = 60-69
- **F** = below 60

**Quiz Grades** = 25%

**Group Project** = 25%

**Reflection Papers** = 25%

**Final Exam** = 25%

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**REQUIRED READINGS**


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<tr>
<th>Date</th>
<th>Day that Topics Covered &amp; Assignments Due</th>
<th>Completed</th>
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<tbody>
<tr>
<td>TU 8/22</td>
<td>Introduction to the course and each other</td>
<td>Chapter 1</td>
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<td>TH 8/24</td>
<td>Childhood and Delinquency</td>
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<td>TU 8/29</td>
<td>The Nature and Extent of Delinquency</td>
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<td>TH 8/31</td>
<td>Individual Views of Delinquency</td>
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<td>TH 9/7</td>
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<td>TU 9/12</td>
<td><strong>FILM</strong>: Thirteen</td>
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<td>TH 9/14</td>
<td>Social Structure, Process and Delinquency</td>
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<td>Group Meeting/Presentation Topic Selections</td>
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<td>TU 9/26</td>
<td>Developmental Theories of Delinquency</td>
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<td>TH 9/28</td>
<td>Quiz 2</td>
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<td>TU 10/3</td>
<td><strong>FILM</strong>: Jesus Camp</td>
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<td>Gender and Delinquency</td>
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<td>The Family and Delinquency</td>
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<td>Peers and Delinquency: Juvenile Gangs and Groups</td>
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<td>TH 10/19</td>
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<td>Delinquency Prevention: Social and Developmental Perspectives</td>
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<td>Quiz 4</td>
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<td>TU 11/7</td>
<td><strong>FILM</strong>: A Bronx Tale</td>
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<td>TH 11/9</td>
<td>Juvenile Justice: Then and Now</td>
<td>Chapter 13</td>
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