



**M: Course Objectives / Learning Outcomes:**

At the conclusion of the course the successful student will be able to:

1. Describe the socio-cultural context in which youth crime and its response occurs.
2. Discuss the historical evolution of Canada’s legal response to youth crime.
3. Describe characteristics of young offenders as indicated in social science research.
4. Evaluate the models of juvenile justice.
5. Apply theories of crime to youth misconduct.
6. Construct a legal analysis of the Youth Criminal Justice Act.
7. Critically analyze the Youth Criminal Justice Act.
8. Describe effective crime prevention programs involving youth.
9. Compare Canada’s response to young offenders to that of other countries.
10. Analyze one or more related topics of the instructor’s choice.

**N: Course Content:**

1. Socio-cultural Context of Youth Crime
2. The Models of Juvenile Justice
3. Theoretical Exploration of Youth Criminality
4. The Measurement of Youth Crime
5. The History of Legal Responses to Youth Crime in Canada
6. The Youth Criminal Justice Act
7. Youth Corrections
8. The Prevention of Youth Crime
9. Special Topics in Youth Justice

**O: Methods of Instruction:**

The course will employ a variety of instructional methods to accomplish its objectives, including some of the following:

- lectures
- audio visual aids
- guest speakers
- field trips
- class discussion

<p><b>P: Textbooks and Materials to be Purchased by Students:</b></p> <p>A textbook such as one of the following:</p> <p>Bell, Sandra J. (2007). <u>Young Offenders and Youth Justice</u> (3<sup>rd</sup> ed.). Nelson Education Ltd.</p> <p>Textbooks will be updated periodically. Supplemental readings will be distributed by the instructor as needed.</p>										
<p><b>Q: Means of Assessment:</b></p> <p>Evaluation will be carried out in accordance with Douglas College policy. The instructor will provide written course outline with specific evaluation criteria at the beginning of the semester. Evaluation will be based on some of the following: quizzes, exams, term papers, research projects, oral presentations, and class participation/attendance.</p> <p>An example of a possible evaluation scheme would be:</p> <table style="margin-left: 40px;"> <tr> <td>Exam I</td> <td>20%</td> </tr> <tr> <td>Exam II</td> <td>20%</td> </tr> <tr> <td>Term Paper</td> <td>20%</td> </tr> <tr> <td>Presentation</td> <td>10%</td> </tr> <tr> <td>Final Exam</td> <td>30%</td> </tr> </table>	Exam I	20%	Exam II	20%	Term Paper	20%	Presentation	10%	Final Exam	30%
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<p><b>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</b></p> <p>No.</p>										

Course Designer(s): Carla Hotel

Education Council / Curriculum Committee Representative

Dean / Director: Kathy Denton, Ph.D.

Registrar