Course Syllabus

Correctional Systems
CJ 468.01   Fall 2016
Web Based

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Office Hours: By Appointment

Required Materials:
- Corrections: An Introduction, 5/E,
  Richard P. Seiter, *Saint Louis University*
  Pearson (ISBN-13: 9780134437408)

Course Overview

A theoretical, historical, and pragmatic overview of institutional corrections, including the administration, design, and organization of adult prisons and jails and juvenile detention facilities and reformatories. An examination of punishment and treatment philosophies and objectives. Moreover, this course will evaluate the different facets of corrections in America. It will begin with an overview of the history of corrections and follow with information on current legal issues in corrections. This course will also cover treatment programming as well as community corrections, including offender reentry. This course will also discuss jails and two types of specialized corrections clients: juveniles and women. Finally, this course will evaluate the future of corrections in light of what you learned over the course of the semester.

Student Learning Outcomes:
1. The student will obtain a basic understanding of important issues in corrections and correctional practice.
2. The student will learn to utilize critical thinking skills.
3. The student will learn how to apply course concepts to 'real life' correctional situations/issues.

4. The student will be an active and engaged participant in discussion forums by analyzing and evaluating information presented within the textbook, external readings/resources, student research, and class activities.

Instructional Methods/Activities/Assessments

This course is designed in a format that is delivered asynchronously 100 % online. In the online environment, students will be engaged in discussion forums and weekly unit completion of materials that will lend success to completion of the course work. The weekly lessons will be released on Sunday at 5pm.

Each week/unit starts on Monday and ends on Saturday at 11:00pm CST and your grade for activities will be posted as soon thereafter as possible.

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. You will work toward achieving these outcomes through discussions/comments, assignments, and tests. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Course Policies:
Exams: There will be four exams in the course worth 75 points each. They will cover assigned chapters for that section. Exams will consist of short essay, multiple choice and true/false questions.

Written Assignment: There will be one individual written assignment worth 100 (5 points for topic selection and 95 for paper) points. This is an APA style research paper. See appendix A for further details.

Participation/Discussions: _Class Participation/Discussion (5 posts at 70 points each=350 course points)_

There will be 5 discussions posted throughout the semester worth 70 points each total (50 points for the initial post and 20 points for your comments). Discussion on topics must be done during the week(s) we are discussing the course material.

Assessment Method: Based on your ability to discuss in an open and constructive way, those concepts and issues that we will cover in class.

Introduction (1 Introduction post not graded) Every student must introduce him- or herself by the second day of class (Wednesday) during Week One. This information will be entered as a threaded discussion. Each student should follow the example provided in Ecollege at the site of the assignment in Week One.
Each student's presentation should cover the following information:
• Name
• Occupation/career and length of time

• How this course is expected to help or aid your career, separate from the entire degree
• Describe how you expect this degree to enhance your career

Discussion Posts

The Discussions in this class will focus on the specific assignments connected to each week. Each student is expected to participate in the weekly discussion by responding to ideas(s) presented by the professor. A minimum of one initial discussion per week is required and five peer responses. This must not be all on one day. Students may post earlier than the absolute due date if desired, but no later than the identified date. You are required to post one week and reply by the end of the next week. You will have two weeks total to complete post/comments, but posts must be completed by the end of week one.

The **Discussions** are directly related to the assigned lecture material. Upon completion of the assigned lecture material, you are expected to engage in an **ongoing** discussion/debate with your classmates. Your contributions to the discussion forums will be graded for **quality** and a **detailed analysis** linking the material to a critical appraisal of theory, policy, and practice. The introduction of outside materials in not mandatory (unless otherwise noted in the discussion topic assignment), but is highly recommended. In all cases, students must cite in-text and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post (See information later in the syllabus for more information on citing utilizing APA citation format).
These posts should be **the equivalent of 1 page in length or a minimum of 250 words**. The specific discussion assignment is located in each unit Week by clicking on the Discussion link.
5 discussion posts @ 50 points each = 250 course points
Posts are due by 11:00PM CST during the week assigned
Comment Posts
Comment posts are responses you make to the discussion posts that you and your classmates post each week. You are **required** to make a minimum of **five** comments for each discussion. I would strongly encourage you to engage your colleagues well past the five-comment minimum in order to maximize your opportunity for meaningful discussion and learning.
Comment posts should be meaningful. Merely agreeing or disagreeing with a classmate will not be looked upon favorably and will result in a loss of points. A meaningful post is one that moves the discussion forward in some substantive way through providing one's perspective, additional information through research, or reframing the discussion in some new way. You are expected to engage in an **ongoing** discussion/debate with your classmates. Your comments will be graded for **quality**, and **relevance**. Your comments will also be graded based on your ability to engage in critical thinking. Students **must** provide one outside source for **at least** one comment that they make.
NO LATE COMMENTS ARE ACCEPTED. All comment posts are due by 11:00PM of the week assigned**.**

Assessment Method: Comments will be graded using the Comments Grading Rubric attached to the Discussion Post Grading Rubric. The discussion and comments for each week will be graded together and posted as one grade (Discussion = 50+ Comments 5@ 4 points each (20) = 70 points/week). *(25 comments @ 4 points each = 100 course points)*

Method of Evaluation (Tests/Exams, Grading System):
The total points accumulated through the following assignments will determine your course grade:

Exam one	75 points
Exam two	75 points
Exam three	75 points
Exam four	75 points
Written Assignment	100 points
Discussions/Comments (5@70 points each)	350 points
Total possible points	750 points

Your aggregate point value will equate to the following letter grade:

 675 to 750 points = 90% - 100% A
600 to 674 points = 80% - 89% B
525 to 599 points = 70% - 79% C
450 to 524 points = 60% - 69% D
449 points or less = 0 to - 59% F

TECHNOLOGY REQUIREMENTS

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for Ecollege are:
*   Any current Flash-compliant browser (eg. Internet Explorer 7 or Firefox 3.0)
*   512 MB of RAM, 1 GB or more preferred
*   Broadband connection required – courses are heavily video intensive
*   Video display capable of high-color 16-bit display – 1024 x 768 or higher resolution
*   A sound card and speakers or headphones

Current anti-virus software must be installed and kept up to date
Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.

You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:

- Adobe Reader
- Adobe Flash Player

At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

eCollege Access and Log in Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to:
http://www.tamuc.edu/myleo.aspx   **(Opens in a new window)**
You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or **helpdesk@tamuc.edu**.   **(Opens in a new window)**

Course Navigation

This course like the others in the program is divided up into weekly units. Each unit will have an Overview, Outcomes, Activities/Assignments and Resources. The Activities/Assignments will provide you with a list of everything you need to do to be successful in the course.
You should begin by reading the course syllabus, paying particular attention to the assignments and course calendar, and then complete the Start Here unit.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

My primary form of communication with the class will be through Email and Announcements. Any changes to the syllabus or other important information critical to the class will be disseminated to students in this way via your official University Email address available to me through MyLeo and in Announcements. It will be your responsibility to check your University Email and Announcements regularly.

Students who Email me outside of regular office hours can expect a reply within 24 hours M-F. Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

eCollege Student Technical Support

It is reassuring to know that technical support is available to make your online learning experience convenient. All you have to do is call or email and a knowledgeable representative will help you solve your technical issues.

Policy for Reporting Problems with eCollege
Students, who encounter eCollege-based problems with submitting assignments/exams, etc., are required to do one of the following:
- Call 1-866-656-5511 or 720-931-3847 (direct)
- Online Chat by clicking on the "Tech Support" tab within your eCollege course.
- Email helpdesk@online.tamuc.org   **(Opens in a new window)**

Hours: The eCollege helpdesk is open 24/7 to meet your needs.

Your call will be logged and I will check with the Tech Support staff to confirm your call. Once I have confirmed your call, I will contact you regarding the issue.
Only eCollege-based problems will be addressed. Make sure your internet connection is working and viable when taking tests or turning in assignments.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu   **(Opens in a new window)**or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at https://leo.tamuc.edu.   **(Opens in a new window)**

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

Learner Support

Go to the following link One Stop Shop- **(Opens in a new window)**created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- **(Opens in a new window)**focused on providing academic resources to help you achieve academic success.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Academic Honesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In **ALL** instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

Cheating is defined as:

- Copying another's test of assignment

- Communication with another during an exam or assignment (i.e. written, oral or otherwise)

- Giving or seeking aid from another when not permitted by the instructor

- Possessing or using unauthorized materials during the test

- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

Plagiarism is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement

- Making slight variations in the language and then failing to give credit to the source

Collusion is defined as:

• Collaborating with another, without authorization, when preparing an assignment
  If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Students should also reference the following link Criminal Justice web site **(Opens in a new window)** for more information.

Attendance Policy

While this is an online course, students are expected to 'attend class' and actively participate. Student participation/activity will be monitored by the professor. Students should plan to dedicate approximately 15-20 hours/week of time to this course, of which approximately 1 hour/week should be spent in the discussion board (reading posts and comments and conversing with others).

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to ((http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

APA Citation Format Policy

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper/assignment. Therefore, you should take this task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).
In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association) format. As a rule of thumb, one cites whenever they are paraphrasing other people's words or when they quote other's words directly. You may learn to cite from a variety of different sources including the APA Tutorial and the sources listed below.
www.apastyle.org   **(Opens in a new window)**
http://owl.english.purdue.edu/owl/resource/560/02/ **(Opens in a new window)**
www.library.cornell.edu/resrch/citmanage/apa **(Opens in a new window)**
It is the student's responsibility to understand how to cite properly. If you have questions, feel free to ask.

Late Work

In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of

engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments in a timely manner.

Drop Course Policy

Students should take responsibility for dropping themselves from the course according to University policy should this become necessary.

University Specific Procedures:
ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu (Opens in a new window)

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/ (Opens in a new window)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).* Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: http://www.albion.com/netiquette/corerules.html **(Opens in a new window)**

Course Calendar

This is a tentative schedule of readings and exam dates. The instructor <u>reserves the right to change dates</u> to accommodate additional topics or unforeseen scheduling conflicts.

Week One: 8/29-9/2	Course introduction. Syllabus, Homework and Text review. Introduction Discussion. History/Goals of Corrections -Chapter 1
Week Two: 9/5-9/10	Sentencing - Chapter 2 **Discussion post** on Plea Bargaining (9/10)
Week Three: 9/12-9/17	Jails - Chapter 3 **Comments** on Plea Bargaining Discussion (9/17)
Week Four: 9/19-9/24	Probation and Intermediate Sanctions – Chapter 4 **Exam #1**
Week Five: 9/26-10/1	Prison Organization - Chapter 5 **Discussion Post**– The New Jim Crow (10/1)
Week Six: 10/3-10/8	Parole - Chapter 6 **Comments (10/8)**

Topic Selection for Research Paper Due – 5 points
by 10/8/16 at 11:00pm (Dropbox)

Week Seven: 10/10-10/15	Adult Correctional Clients - Chapter 7 Chapter 11 Prison Life – Male and Female Inmates **Discussion #3**- Women in Prison
Week Eight: 10/17-10/22	**Comments #3** **Exam #2**
Week Nine: 10/24-10/29	Chapter 8 – Juvenile Correctional System
Week Ten: 10/31-11/5	Chapter 9 – Special Populations **Discussion #4** – Solitary Nation
Week Eleven: 11/7-11/12	Chapter 14 – Prison Programs **Comments #4**

Week Twelve:	**Exam #3**
11/14-11/19	**Written Assignment DUE (Dropbox)**
	11/19/16 @11pm

| **Week Thirteen:** | Chapter 12 – Working in Prisons |
| 11/21-11/26 | Chapter 13 – Security, Custody and Riots |

| **Week Fourteen:** | Chapter 15 – Legal Issues and the Death Penalty |
| 11/28-12/2 | **Discussion #5** – Wrongful Convictions |

| **Week Fifteen:** | **Comments #5** |
| 12/5-12/9 | |

| **Finals Week** | **Exam #4 – DUE BY 12/14/16!!** |
| 12/12-12/16 | |

Appendix A
Written Assignment

100 points total - 5 for topic and 95 for paper (see grading rubric)

Important Dates: Topic Selection Due – 10/8/16
                      Paper Due – 11/19/16
**Late papers may be turned in at any time, but will only receive half of the earned credit.

Instructions: Students will write a research paper about a career in corrections or correctional topic in general (see suggestions below) that is of interest to the student. You must get your topic approved by the instructor by the due date listed (5 points). The paper will be in APA format and contain an introduction, the body of the research, and a conclusion. The paper must contain in-text citations from at least five sources. One of the sources can be our textbook. The paper must be at least 3 pages long and no more than 5 pages long.

Topic Suggestions:

Privatization	Mother and Child Programs
Prison Riots	Prison Subcultures/Gangs
Super-Max Institutions	Electronic Monitoring
Intensive Probation	Juvenile Institutions
Geriatric (Elderly) Inmates	Prison Programming
Healthcare Issues for Women in Prison	Prison Overcrowding
Parole	HIV Positive Inmates
Historical Treatment of Prisoners	Restorative Justice/Shaming
House Arrest	Community Service

*APA Style***:**

Papers that you write in your program of study must follow the guidelines set by the American Psychological Association. (http://apastyle.apa.org/)

Purdue Online Writing Lab: (http://owl.english.purdue.edu/owl/resource/560/01/)

Visit the Online Writing Lab (called OWL) whenever you have an APA question.
APA Tutorial (http://www.apastyle.org/learn/) This tutorial teaches how to write using the APA format.

Grading Rubric for Research Paper

	Excellent 90-100	Good 70-89	Satisfactory 51-69	Needs Improvement 0 - 50
INTEGRATION OF KNOWLEDGE	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
TOPIC **FOCUS**	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
DEPTH OF DISCUSSION	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
COHESIVENESS	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings

	demonstrates an understanding of the relationship among material obtained from all sources.	demonstrates an understanding of the relationship among material obtained from all sources.	does not demonstrate an understanding of the relationship among material obtained from all sources.	are necessary to link concepts. Writing does not demonstrate understanding any relationships
SPELLING & GRAMMAR	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
SOURCES	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.
CITATIONS	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.

Appendix B - Discussion/Comments Rubric

	Accomplished	**Proficient**	**Needs Improvement**
DISCUSSION			
10	Student answered the question	Student answered the question in part	Student did not answer the question
15	Student fully relates/applies course concepts to topic under study indicating an in-depth knowledge of the material and application of critical thinking	Student somewhat relates/ applies course concepts to topic under study indicating some knowledge of the material and some use of critical thinking	Student minimally relates/ applies course concepts to topic under study indicating minimal knowledge of the material and minimal use of critical thinking
15	Student develops a clear link with course material in a way that demonstrates applied and critical evaluation	Student develops a link with course material in a way that demonstrates some applied and critical evaluation	Student develops a minimal link with course material in a way that demonstrates minimal applied and critical evaluation
5	Post was the equivalent of one page in length		Post was not the equivalent of one page in length
5	Student cited properly in-text and provided a full bibliography/works cited at the end of their post using APA citation format	Student either cited properly in-text or provided a full bibliography/works cited at the end of their post, or cited but did not do so properly using APA citation format	Student neither cited properly in-text nor provided a full bibliography/works cited at the end of their post using APA citation format
COMMENTS			
5	Student posted at least 5 comments in response to their colleagues' discussions	Student posted 2-3 comments in response to their colleagues' discussions	Student 2 or fewer comments in response to their colleagues' discussions
5	Student provided a critical appraisal of the question asked	Student provided a somewhat critical appraisal of the question asked, but could have provided a more in-depth analysis	Student provided a somewhat critical appraisal of the question asked, but could have provided a more in-depth analysis
5	Student provided a relevant response/comment that moved the discussion forward in a meaningful way through the use of critical thinking	Student provided a reasonable response/comment but did not utilize ample critical thinking	Student did not provide a relevant response/comment that moved the discussion forward in a meaningful way or did not utilize critical thinking

5	Student provided one suggestion for improvement that shows understanding/insight into the topic	Student provided one suggestions for improvement that shows some understanding/insight into the topic	Student does not provided a suggestion for improvement that shows understanding/insight into the topic