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Course Syllabus FALL 2022

Meets 11/07/2022 through 12/09/2022

CJ 565-01W Offender Reentry

Instructor:	David Marble Ph.D.
Virtual Office Hours:	I will respond to your email every weekday and some weekends; please allow 24 hours to respond
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Schlager, M.D. (2013). *Rethinking the Reentry Paradigm: A Blueprint for Action*. Durham, NC: Carolina Academic Press. ISBN: 9781594609237.

This book may be ordered from online retailers or you may save 10% and get \$4.00 flat-rate shipping when you order through our website and use this coupon code:

SCHLAGER. This link will take you directly to the book's webpage:

<http://www.cap-press.com/books/isbn/9781594609237/Rethinking-the-Reentry-Paradigm>

*Note: The shipping method is UPS Ground. It will take 3 or 4 days to ship to students in the Central part of the country.

.Additional Readings

Other materials/readings as assigned and posted in DocSharing in D2L.

The syllabus/schedule are subject to change.

Course Description/Explanation

Offender reentry is the process of transitioning offenders from prisons/jail to the community. This class will provide students with an in-depth analysis of the issues impacting offender reentry, including employment, treatment, family reunification, housing issues as well as barriers and impediments to offender reentry.

Student Learning Outcomes

At the end of the course students will be able to:

1. **Identify the origins of and reasons behind offender reentry**
2. **Explain the origins of and reasons behind offender reentry**
3. **Identify the dimensions of offender reentry**
4. **Discuss the dimensions of offender reentry**
5. **Contextualize the dimensions of offender reentry within various paradigms**

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments

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 and a paper project that is broken down into 3 parts. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Introduction/Discussion Posts (SLO 1-3)

The **Introduction** is a chance for you to 'meet' your colleagues (although most of you likely know each other by now) in the class and an opportunity to introduce yourself to your professor. You will also be required to answer a course-related question. Specific instructions on what to post are available when you click on Introduction in Week #1.

The Introductory post is due on **Tuesday of Week #1** of the course.

1 Introduction = 50 points

The **Discussions** are directly related to the assigned readings. Upon completion of the assigned readings, 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 is an essential part of these weekly discussions, consisting of at least one outside source used and referenced in each week's discussion posting. In all cases, students must cite in-text and provide a full

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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. Also see the 'How to Cite' FactSheet in the CJ 500 Orientation Course).

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.

4 discussion posts @ 50 points each = 200 course points

Posts are due by 11:00PM CST on **Thursdays** for the first four weeks.

Comment Posts (SLO 1-3)

Comment posts are responses you make to the discussion posts that you and your classmates post each week. You need to make a minimum of **five** comments each week. 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 and provide at least one suggestion for improvement. Students **need to** provide at least one outside source for **at least** one comment that they make.

All comment posts are due by 11:00PM CST on **Saturdays**.

Assessment Method: Discussion and Comment posts will be graded using the Discussion Post Grading Rubric located in Document Sharing. The discussion and comments for each week will be graded together and posted as one grade up to 150 points a week.

Introduction Post @ 50 points

4 Discussion Posts with Comments @ 150 points each = 600 course points

Offender Reentry Assignment (SLOs 1-5)

Students are required to complete one major assignment for this course. This assignment contains multiple parts and so you should be very careful to ensure that you complete and turn in the various components of the assignment on time. The assignment sheet is located under the Assignment Instructions folder.

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This assignment requires that you evaluate a reentry issue in some depth and apply it to what you have learned from your text. The assignment will represent students' observations of their readings and outside source materials, a critical evaluation of their topic of choice, and thoughts on how best to address problems/issues/policies inherent in their topic. In addition to material contained in the text, students **MUST** utilize a minimum of eight outside sources to inform their paper. **At least five** of these sources **MUST** be peer-reviewed publications. The other three sources can consist of governmental reports or some other popular sources (NY Times, other periodicals), but no Wikipedia.

Keep in mind that the paper will require extensive research as you may have to hunt for laws/agency policies/practices, etc. I would highly recommend that you all start on this paper as soon as the course begins and to use each other as resources for locating information that you might need. Many of you work 'in the field' and are rich sources of information. Please note, however, that in all instances the assignment is an individual and original contribution and not a group project and will be graded accordingly.

Assessment Method: Students will receive constructive feedback via the discussion board from their colleagues and in the grade book from their professor. Students will be assessed using the Paper Assignment Grading Rubric.

1 assignment with three parts = 250 course points

Part I: Paper Topic = 25 points

Part II: 5 Constructive Comments to 5 different colleagues = 25 points

Part III: Paper = 200 points

GRADING

Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.

Assignment Type	# of Assignments	Point Value	Total Points
Introduction	1	50	50
Discussions and Comments	4	150	600
Offender Reentry Assignment			250
Paper Topic	1	25	
Constructive Comments	5	25	
Paper	1	200	
		TOTAL	900

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Grades earned on each assignment will be added together and will be divided by the total number of points possible in the course. Below is the overall grading schema for the course.

90% to 100% = A
80% to 89% = B
70% to 79% = C
60% to 69% = D
Below 60% = F

Grades will be available in the gradebook so that students can track their progress in the course in 'real time'. For the purpose of assigning final letter grades, percentages will be rounded to the nearest whole number.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary

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use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

I encourage students to contact me either by phone call or email using the contact information listed above if you have questions or concerns regarding the assignments in the class. I try to anticipate questions and address them in the syllabus and in the instruction sheets that can be found in D2L. However if something does not make sense or is not real clear, please contact me.

Please complete all assigned work on time and by the posted deadlines. Quizzes cannot be opened after the deadline as they are graded and available for student review after the deadline passes. Written assignments need to be completed and submitted before I start grading them in order for the student to receive credit for the assignment.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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Students with Disabilities-- ADA Statement

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

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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.

Campus Concealed Carry Statement

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

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A&M-Commerce Supports Students' Mental Health

Counseling Center Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University Email and in Announcements. The professor reserves the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below **VERY CAREFULLY** so that you are sure to complete readings as assigned and turn your assignments in on time.

Please note that all discussions/comments/assignments are due by 11:00PM CST in D2L on the day they are due as outlined in the syllabus. Please note that this course runs on a Monday-Sunday schedule.

WEEK #1— Understanding the Reentry Problem/Dimensions of Offender Reentry (Beginning November 7, 2022)

Monday	Read the syllabus carefully. This week's readings will contextualize the reentry problem for you and introduce you to some of the significant problems offenders face when they reenter society. Readings from the Text Introduction Chapter 1: Reentry in Context Chapter 2: Parole Chapter 3: Housing and Reentry Chapter 4: Education and Employment and Reentry
Tuesday	Post a Week #1 Introduction where you introduce yourself, accept the conditions of the syllabus, agree to the Rules of Netiquette, and answer the question posed in the Week #1 Introduction link. Please note that this post is required for ALL students and will be graded. The link to the Rules of Netiquette may be found under Course and University Procedures/Policies under Student Conduct or here: http://www.albion.com/netiquette/corerules.html
Thursday	Complete Discussion Assignment #1

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Saturday	Complete Comments for Discussion Assignment #1
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WEEK #2— Dimensions of Offender Reentry, Part II

Monday	This week's readings will continue to explore issues that impact offenders once they leave prison and are returned to the community Readings from the Text Chapter 5: Families and Children and Reentry Chapter 6: Incarcerated Parents and Reentry Chapter 7: Physical Health and Offender Reentry Chapter 8: Mental Health and Offender Reentry
Tuesday	Paper Topic Discussion due
Wednesday	Paper Topic Comments due
Thursday	Complete Discussion Assignment #2
Saturday	Comments for Discussion #2 due

WEEK #3— Contextualizing Offender Reentry

Monday	This week's readings provide a variety of 'lenses' through which to view the offender reentry process. Readings from the Text Chapter 9: Risk, Risk Prediction, and Recidivism Chapter 10: Resilience and Desistance Chapter 11: Risk Management and Risk Reduction Chapter 12: Stigma and Public Opinion Chapter 13: Gender and Offender Reentry Chapter 14: The Community
Thursday	Complete Discussion Assignment #3
Saturday	Comments for Discussion #3 due

WEEK #4—A Blueprint for Change

Monday	This week's readings provide the framework for reorienting our thinking about offender reentry. Readings from the Text Chapter 15: A Strengths-based Approach to Offender Reentry Chapter 16: A Narrative for Offender Reentry
Thursday	Discussion Assignment #4 due
Saturday	Comments on Discussion #4 due

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WEEK #5—Rethinking Offender Reentry

Monday	You have no assigned readings for this week. Your goal should be to complete your final paper
Tuesday	Reentry Paper Due

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