COURSE SYLLABUS

Criminal Justice 231.500 Correctional System and Practices

Spring 2020

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Department: Government
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Office: Liberal Arts North 341
Course website: https://d2l.sfasu.edu
Office Hours: by appointment


Time Requirements and Credit Hours Awarded

CJS 231.500 “Correctional Systems and Practices” A comprehensive survey of measures used, with and without confinement, under provisions of penal law. (3 credits; fully online) spans 15 weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on the methods in which social scientists complete research and make policy recommendations. Students are required to complete quizzes/exams over the course content, and complete multiple writing assignments that evaluate their ability to think in sociological terms and principles, interpret primary sources, and consider multiple sides of theories related to delinquency and the juvenile justice system. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

To The Students In This Course

WELCOME TO THE STUDY OF CORRECTIONAL SYSTEMS AND PRACTICES! The study of corrections in America is a dynamic, ever changing field of inquiry in which theories, concepts, and processes are constantly evolving. In this course you will become familiar with the history and current status of the American correctional system. Through the reading assignments and lectures you will be engaged in the conversation of specific issues associated with correctional thought and practice. We will be reading about and discussing why the study of corrections is so important and what the study of criminal deviance entails. Our study will be divided into 14 Learning Modules corresponding with the assignments and activities.
**Course Description:** Criminal Justice 231. Correctional Systems and Practices - Comprehensive survey of measures used, with and without confinement, under provisions of penal law.

**Program Learning Outcomes (PLO's)**

The program learning outcomes specifically outlined in the Department Government as specified in "the Criminal Justice Learning Outcomes Matrix by Course" for CJS 231 include:

1. The student will demonstrate a fundamental understanding of human behavior from a historical, criminological, and sociological perspective.
2. The student will demonstrate critical reasoning, problem solving abilities, communications skills, and technology skills.
3. The student will demonstrate the ability to identify and discuss correctional practices in the United States in relation to philosophies of punishment, sentencing, practices, victim's rights and institutional limitations.
4. The student will demonstrate an understanding of the social political, economic, and cultural factors that influence criminological theory and its application to criminal behaviors.
5. The student will demonstrate an awareness of ethical issues in criminal justice, and how to use ethical reasoning to formulate decisions and promote positive organizational and professional trust.

**Student Learning Outcomes (SLO's)**

1. Recognize the overall history and development of Corrections, from primitive codes and practices to the current state of the correctional process;
2. Identify and explore the guiding philosophies of correctional practices as they relate to the Criminal Justice System as a whole;
3. Identify and examine organization, administration and supervision, and their meanings in the field of Correction;
4. Explain the difference between determinate and indeterminate sentencing and their effect on sentencing;
5. Identify and explore the primary administrative goals of a correctional administration;
6. Identify and understand the concepts of long-term incarceration and probation and parole as they relate to rehabilitative services;
7. Identify the primary goals of the current correctional system in the United States;
8. Examine the future of Corrections, and career opportunities in the field.

**Course Calendar***

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Topic</th>
<th>Readings</th>
<th>Notes</th>
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CJS 231.500 Correctional System and Practices Spring 2020
Week Of |   | The Study of Corrections | Text Chapter 1 |
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<td>01/20</td>
<td>2</td>
<td>History of Corrections</td>
<td>Text Chapter 3</td>
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<td>01/27</td>
<td>3</td>
<td>Corrections Law</td>
<td>Text Chapter 4</td>
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<td>02/03</td>
<td>4</td>
<td>Types of Offenders</td>
<td>Text Chapter 5</td>
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<td>02/10</td>
<td>5</td>
<td>Types of Offenders</td>
<td>Text Chapter 6</td>
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<td>02/17</td>
<td>6</td>
<td>Short Term Detention</td>
<td>Text Chapter 7</td>
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<td>02/24</td>
<td>7</td>
<td>Probation</td>
<td>Text Chapter 8</td>
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<td>03/02</td>
<td>8</td>
<td>Incarceration</td>
<td>Text Chapter 10</td>
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<td>03/16</td>
<td>9</td>
<td>Inside Prisons</td>
<td>Text Chapter 11</td>
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<td>03/23</td>
<td>10</td>
<td>Managing Prisons</td>
<td>Text Chapter 13</td>
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<td>03/30</td>
<td>11</td>
<td>Prison Programs</td>
<td>Text Chapter 14</td>
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<td>04/13</td>
<td>12</td>
<td>Release From Prison</td>
<td>Text Chapter 15</td>
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<td>04/20</td>
<td>13</td>
<td>Community Supervision</td>
<td>Text Chapter 16</td>
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<td>04/27</td>
<td>14</td>
<td>Future of Corrections</td>
<td>Text Chapter 23</td>
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*For a more detailed calendar see the “Course Welcome – Get Started” section of the Course Content Section*

**Academic Integrity (SFA Policy A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty.** Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Attendance Policy (See SFA Policy 6.7)**
Students are expected to attend all classes, laboratories, and other activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained.

**Withheld Grades (See SFA Policy 5.5)**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004 / 468-1004 (TDD), as early as possible in a semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Course Requirements:**

Here’s what you need to do to succeed in this course:

The **Learning Modules** will typically be opened at 5:00 a.m. on Sunday of each week of class. When the Learning Module is opened, follow the steps described in *Unpacking the Module* posted in the Course Content page. Read the Lecture narrative, review the Module Objectives and follow the directions of your instructor.

1. **Discussion - A total of 350 points** After reading the lecture and reviewing the learning objectives and key terms, your first assignment in each Module will be to post to the Course Discussion (instructions to follow in this syllabus). You can earn up to 25 points for each Discussion. See the grading criteria in the Course Welcome. If you miss the posting deadline you can still post after the deadline via e-mail with your instructor and receive partial credit. See the course make-up policy below. See Assessment Criteria - Course Discussion for further instructions.

**READ THE ASSESSMENT CRITERIA FOR COURSE DISCUSSIONS IN THE COURSE WELCOME FOR FURTHER INFORMATION.**
The Discussions are intended to be like a discussion in class that may start with a specific question, but then, based on the responses of the first few students, the discussion may evolve into something entirely different from the original question. **THEREFORE, IT IS VITALLY IMPORTANT (to your grade) THAT YOU READ ALL OF THE AVAILABLE POSTS BEFORE MAKING YOUR POST(s).** If you post later in the discussion and you respond to the original question, your post will likely **NOT ADD** to the discussion and therefore you will earn 0 points on the post. As noted above the discussions are intended to **assess your understanding and synthesis of the chapter materials.** Passing grades will be earned based on how well your original ideas demonstrate your understanding and synthesis of the material from the lecture, text, the postings of other students, my comments. **Points for the Discussion would be earned if:** You make a post that contributes to the discussion and demonstrates a synthesis of the chapter materials including other students’ posts. You comment on another student's post. You post your “opinion” on a topic along with a rationale based on the course materials to support your opinion.

**Points would NOT be earned if:** You make a post that does not demonstrate an understanding and synthesis of the topic/concept (e.g., “I agree with Sandy…”), You make a post that does not add to the discussion. You make a post to the original question when the topic has evolved beyond the original question.

**Here are some things to avoid in your postings to the Discussion:** Steer away from “texting” language”. Though this is not a writing intensive course there is still an expectation that college level writing (this is a Junior Level course) will be used including appropriate spelling, grammar, punctuation, capitalization, etc. The HTML editor has a built in spelling and grammar checker. Please use them. Let’s avoid conventions such as “decartes had a good point. i think he was interested..” or “B4 making a statement”, “LOL”, “i think u hv mde a gd pt.” In all cases where there is multiple texting conventions used, 0 points will be earned. Great “speak” in some contexts but not for displaying your knowledge of this juvenile delinquency course!

**Alternatively, and this is what I’d recommend:** Compose your post in a word processor, check it for spelling, grammar, punctuation, etc., save the file, then copy and paste your writing from your word processor file into the discussion. That way you have a backup copy on your own computer in case of an emergency.

**Here’s How Your Discussion Will be Graded:**

You will receive a grade of "Pass", "Pass/Fail", or "Fail" (Pass=20-25 pts., Pass/Fail=10-19 pts, and Fail=9 or fewer pts per Discussion for each Module). Contributions that are marginally better than a Fail, but not achieving a Pass grade will earn a Pass/Fail grade. Earning too many of these Pass/Fail grades will have a negative impact on the number of points earned. I encourage you to respond directly to other students’ posts for Pass points. You can post late (after the closing time for the Discussion period) and you can receive up to half credit. **READ THE ASSESSMENT CRITERIA FOR COURSE DISCUSSIONS IN THE COURSE WELCOME FOR FURTHER INFORMATION.**

2. **Quizzes - A total of 700 points** There will be an objective question Quiz over each of the 14 Modules. Each Quiz will have 25 questions each worth 2 point. You will have 30 minutes to
complete the Quiz. The Quiz will open at 5:00 a.m. on Tuesday and close on the Friday of the Module at 11:59 p.m. You will receive one attempt for each Quiz. After you submit the Quiz or time out, you cannot reopen. See open times below in red.

3. Examinations - A total of 400 points There will be 4 scheduled Examinations during the semester...covering Modules 1-3, 4-7, 8-11, 12-14. Each Examination will have 50 question each worth 2 points, some of the question you will have seen on the weekly Quizzes. You will have 60 minutes to complete the Exam. These Examinations are posted on the electronic course calendar. They will be over the noted Modules topics and chapters in the text. The Examinations will consist of objective questions (multiple choice and a few true/false. The course Final Exam will be one of the 4 scheduled examinations and will be inclusive of the final three Modules. You will receive one attempt for each Quiz. After you submit the Quiz or time out you cannot reopen. See open times below in red.

The Discussion, Quizzes, and Exams (when scheduled) will open on Tuesday of each week at 5:00 A.M. and close on Friday at 11:59 P.M. Once open you can proceed through the course exercises according to your own pace and schedule. When closed on Friday night they will be unavailable except as a make-up item (See the Course Make-up Policy below).

INSTRUCTORS PREROGATIVE: All groups of students are different. If at any point in the semester your instructor observes that course exercises are not formulated in the best interest of student success, modifications can/will be made with complete transparency in a communication to the whole class. This prerogative lies completely with the instructor who has the final voice and authority.

Course Grading Policy

Here are the components that will contribute to your total points:

Discussion: A Total of 350 Points May be earned of 24% of your grade - See above for specifics on the Module Quizzes.

Quizzes: A Total of 700 Points May be earned of 48% of your grade - See above for specifics on the Module Quizzes.

Examinations: A total of 400 Points or 28% of your grade may be earned - See above for specifics on the Course Examinations.

Course Make-up Policy: ALL MAKE-UP WORK MUST BE COMPLETED WITHIN TWO WEEKS OF THE MISSED ASSIGNMENT FOR PARTIAL CREDIT...NO QUESTIONS ASKED (Make ups in Modules 13 and 14 must be completed according to the course
Following the no questions asked two week time-frame, an excused absence is required (See the University Class Attendance and Excused Absence Policy). All Make-up work due by Friday, Friday May 1, 2020 at 5:00 p.m.

Perhaps you are beginning to feel the pace of the course as the Modules will be introduced on Sunday and close on Friday each week.

The Course Calendar is the official calendar for the course. You will find the calendar on the course Homepage. It may be modified during the semester at the discretion of the instructor should unforeseen events change the pace of the course. If there are changes you will be notified by e-mail of the changes.

Final grades will be based upon the TOTAL POINTS earned on the following areas.

Bonus credit (20 points) The total number of points you can earn in the course is 1450. Up to 20 bonus points may be added to your final earned total. Bonus points may be awarded at the discretion of the instructor to students who consistently make significant and meaningful contributions to the Discussions and have completed all Quizzes and Exams. This will be the only extra credit available in the course.

Grading Scale The total number of points you can earn in the course is 1450. Your total points will be posted weekly after each Module is complete. Here is the grading scale converted from points earned.

A - at least 1305-1450 Points

B – at least 1160-1304 Points

C – at least 1015-1159 Points

D – at least 870-1014 Points

F --869 or fewer Points

Many misconceptions exist about grades in the university. Perhaps the most common is that grades are given based upon student effort. Rather, grades are meant as evaluations of student performance not as a reward for effort. This is the "real world" that you will face after leaving the university. Some students can earn good grades with little or no effort. Other students work very hard and receive average or even poor grades. A second common misconception about grades is that a "C" is a "bad" grade. To the contrary, a "C" grade is awarded for work that meets
the criteria of average or "satisfactory" college work. You are expected to actively participate in the activities of this course. I am not specifying the amount of time, but your grade is heavily dependent upon it and I will monitor it. In my past experience, students that have actively participated have done well; those that did not consistently participate or frequently turned in make-up work did not do so well. DO NOT PROCRASTINATE!!!!

**CONTACTING YOUR INSTRUCTOR:** E-mail me via the Mail option in Desire 2 Learn. I will try to respond to your email and discussions as soon as possible. I will respond to all **substantive** email (most within 24 hours) during the official class time **Monday-Thursday**. Email received after Thursday at midnight will receive a response at the latest by the following Monday. I will monitor the activity in the discussion board since a large part of your grade is dependent upon it. **PLEASE email using the course email system** if you have any questions or are having any problems with the information being covered. **If you are having trouble with the Desire 2 Learn platform, please contact the help desk in the Office of Information Technology (936-468-1919 M-F 8 – 5).**

*Here’s To A Great Semester For Us All!*

Standley 2020