

Department of Criminal Justice and Criminology

CRIJ 2365.06

Correctional Systems and Practices

Spring Session 2018

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Class Hours: Flexible
Classroom: Online
Office Hours: Flexible

Class and Course Schedule/Hours: This course will be completed online with each week beginning and opening Sunday at midnight and closing at 11:59PM the following Saturday night. Each week can include videos for viewing, power point presentations, discussion, text chapters and tests/quizzes. The first few days of the course are an introduction and review of the course, followed by weekly assignments, with the final will be May 7-9, 2018. (See schedule)

Office Hours: Contact through e-mail and telephone.

Required Textbook: Larry Siegel and Clemens Bartollas, *Corrections Today, 4rd Edition*, Cengage Learning, 2016. ISBN: 978-1-337-09185-5. As part of this class you are required to adopt the assigned textbook for this course. For those having difficulty securing a hardcopy, coursesmart.com is a resource to purchase an online version that would be immediately available.

Course Description: This course is an overview of the corrections field: courts, detention, sentencing, adult institutions, probation, parole, offender and personal issues. This course will be an active and interactive learning experience providing an analysis an evaluation of contemporary correctional systems to include considering current and future challenges facing corrections. Students will gain a deeper understanding and appreciation of the many complexities of our current criminal justice system through sentencing and correctional practices today.

Course Objectives:

At the conclusion of this course:

1. Students will be able to describe the evolution of corrections based on a variety of sentencing goals, and analyze current correctional practices and operations.
2. Students will be able to describe corrections as a system and understand the different components within the corrections field.
3. Students will be able to describe the dynamic nature of corrections from a view of sentencing in the United States.
4. Students will be able to discuss the critical issues within corrections including special populations and management challenges.
5. Students will be able to discuss the need for reform of correctional options and operations.
6. Students will be able to develop a model of future sentencing options and correctional alternatives
7. Students will understand the issues resulting in decisions as offenders move through the sentencing and correctional process.

Lesson Checklist: Every session has a prescribed checklist of activities required to successfully complete the lesson. Follow this checklist, in the specified order, to complete each lesson.

Course Requirements

Activities: This course includes numerous graded and ungraded assignments, and activities listed below.

Graded Activities

Discussion Forums

Tests

Final Exam

Ungraded Activities

Reading Assignments

Tests (6 during the semester) represent 20% of your grade and will cover the assigned chapters from the text and the on-line course content. Typically each session test will include multiple choice, fill-in-the-blank, true-false, and potentially short answer questions. **Please call the help desk immediately if you have a technical issue while taking a quiz.**

Discussion Forums represent 60% of your grade. **Your original discussion post must be submitted by 11:59 pm on each THURSDAY of the lesson week.** Each session will provide you with the necessary information and guidance upon which to base your post. I will be looking for thoughtful well-written posts based on the material provided of a least a paragraph long (3-4 sentences). You will be required to provide **at least two responses** to other student's posts which must be completed by the **last day of the session, Saturday (11:59pm).** **They must be appropriate responses written in full sentences furthering the discussion, rather than a simple response of "I agree" or "disagree."** Students will not see original posts by classmates until **AFTER the student posts their initial discussion.** This will ensure students have their own original thoughts and are not simply reading other posts and plagiarizing existing writings.

Final Exam. This will be a comprehensive exam worth 20% of your final grade, so please take the time to appropriately prepare. The exam will include only questions from the 6 session tests you have already completed. It will include 50 questions randomly selected from a pool of questions, with each question worth two points for a total of 100 points. All questions are multiple choice. **The final exam will open on May 7th midnight and close at 11:59pm, May 9th, 2017.**

Grading Policy:

The following table shows the activity types contained within this course, and the assigned weighting to determine the final course grade.

Activity Types	Weights (%)
Discussion Forums	60%
Session Tests	20%
Final Exam	20%
TOTAL	100%

Letter grades for the course will be based on the following grading scale:

Letter Grade	Percentage
A	90-100%
B	80-89 %
C	70-79 %
D	60-69 %
F	< 60 %

Course Participation/Attendance Policy: Unlike a traditional, instructor-led course, you do not need to show up to a class at a specific time every day to earn your class participation/attendance grade. Instead, you need to make a constant effort to complete the course reading assignments, participate in class discussions and complete session tests. Your participation within the discussion forums equates to classroom attendance and participation requirements. http://www.shsu.edu/dept/academic-affairs/documents/aps/students/800401_001.pdf

Make-up work: Any make up work will be at **the Instructor's discretion**. Proof of any claims on why the original assignments/tests were not completed must be provided.

Online Etiquette: The objective in an online discussion is to be collaborative, not combative. Please, proofread your responses carefully before you post them to make sure that they will not be offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your classmates can ask questions, expression opinions, revise opinions, and take positions just as you would in a more "traditional" classroom setting.

Course (Lesson) Calendar

Course weeks open midnight Sundays and close 11:59 pm the next Saturday.

LESSON	DATES	MATERIALS	TOPIC OF DISCUSSION
Introduction: Overview of course and syllabus	January 17th – 20th	Syllabus/Schedule	Review class requirements and complete Introductions
Lesson One	January 21st – 27th	Chapter 1	The Correctional System
Lesson Two	January 28th – February 3rd	Chapter 2	Sentencing and the Correctional Process
Lesson Three	February 4th – 10th	Chapter 3	Community Corrections
Lesson Four	February 11th – 17th	Chapter 4	Intermediate Sanctions
Lesson Five	February 18th – 24th	Chapter 5	Jails and Houses of Corrections
Lesson Six	February 25th – March 3rd	Chapter 6	Prisons
Lesson Seven	March 4th – 10th	Chapter 7	The Prison Experience: Males
Spring Break	March 12th – 16th		

Lesson Eight	March 18th – 24th	Chapter 7	The Prison Experience: Females
Lesson Nine	March 25th – 31st	Chapter 8	Prisoner's Rights
Lesson Ten	April 1st – 7th	Chapter 9	Correctional Programs and Services
Lesson Eleven	April 8th – 14th	Chapter 10	Parole and Release to the Community
Lesson Twelve	April 15th – 21st	Chapter 11	Special Prison Populations
Lesson Thirteen	April 22nd – 28th	Chapter 12	Capital Punishment and the Death Row Inmate
Lesson Fourteen	April 29th – May 5th	Chapter 13	The Juvenile Offender
Final Exam	May 7th – 9th	Textbook	Final Exam

ATTENDANCE POLICY:

Online/distance learning provides more flexibility to college students than may have been experienced in a traditional classroom setting where physical attendance is an important component to the learning experience. I have taught a number of online courses and while flexibility provides a valuable learning opportunity, it also has its downside. I will discuss two of these to assist you in getting off to a good start. The first is that online classes require students to possess a higher level of personal responsibility, scholastic discipline, and ability to strategize than may be required in a traditional (face-to-face class) teaching situation. There is no professor at the front of the room to remind/advise you to read the required course material (textbook, presentations, etc.) early in the week; & admonish students to start early on writing discussion board responses and term papers in order to allow plenty of time for a good job—these are all (now) student responsibilities in managing online learning. Second, occasionally I will get a student who mistakenly believes an online course has lower academic expectations (i.e., flexible = easy)—this is not the case. Whether in the classroom or online, the rigors of college-level coursework is expected to be the same. It is what makes a degree from SHSU meaningful to you and to future employers.

The keys to successfully completing an SHSU online course are to start early, study hard, and complete all assignments as directed and to a college-level of performance. When you have all week to complete assigned tasks, it is easy to give in to the temptation to wait until the end of the week to get started, or think missing an assignment will not matter. This has been the approach of some every semester, and it does not work well.

Class Behavior:

Some of the substance of this course is likely to be controversial in nature. When discussing moral or ethical thoughts on various matters, people often present a dogmatic or ideological position akin to a religious or political belief system. Our discussions will sometimes force us to examine ideas that are repugnant to such belief systems. In the best scenario, we will do so with an open mind welcoming the opportunity to set one belief system beside another gaining insight from the comparative perspective. In the worst scenario, we will become defenders of our beliefs and/or enemies of alternative belief systems.

Students in this class will be challenged to welcome and embrace diversity of opinion. Personal attacks against another person's belief system will not be tolerated. They will be identified as such by the professor (or any other class participant who senses that discussions have moved to a personal level) and stopped. *Students who continue to engage in personal level challenges will first be counseled by the professor but may ultimately be dropped from the class.*

ACADEMIC HONESTY:

The Faculty of the College of Criminal Justice expects students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the University.

Be aware of other circumstances that could comprise academic dishonesty, including:

- Having a tutor or another person complete all or a portion of an assignment.
- Submitting portions or all of a previously graded assignment by you or another for credit in the current course (all submissions must be original for this class).
- Using work submitted by another student as representing your own.
- Using information from online or other information services/sources without proper citation/referencing to rightful credit the source.
- **Plagiarism will not be tolerated.** Plagiarism is defined as, *the act of taking the literary work of another and passing it off as your own creation and/or without properly crediting the creator.* See the SHSU Writing Center handout on plagiarism for a more detailed/fuller explanation of SHSU and the courses expectations regarding plagiarism by linking to:

http://www.shsu.edu/~wctr/Handouts/Higher_Order/Writing_Process/Plagiarism.pdf

2. **Violations of academic integrity will result** in a grade of "F" on all or part(s) of the course. It may also result in a recommendation for suspension from the University in accordance with SHSU policy.

3. Please see the University academic dishonesty policy for further information at:

http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf.

DISABLED STUDENT POLICY & SERVICES

Students with a qualifying disability which affects their academic performance are expected to arrange a conference with the instructor by the end of the first week of classes to review and

discuss needs and appropriate strategies for accommodation. If you do not currently have SHSU recognition for a qualifying disability, please see the following contact information:

SSD Office Location: Lee Drain Annex (next to the Farrington Building)

Telephone: 936-294-3512

TDD: 936-294-3786

E-mail: disability@shsu.edu

Web Address: www.shsu.edu/disability

<http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>

STUDENT ABSENCES ON RELIGIOUS HOLY DAY POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student who is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which that student is excused within a reasonable time after the absence. For further information on University policy, please see <http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>

USE OF TELEPHONES AND TEXT MESSAGERS IN ACADEMIC CLASSROOMS AND FACILITIES

- This is an online class with no physical classroom/facility lecture requirements specific to this teaching environment.
- For further information on University policy, please see <http://www.shsu.edu/dept/academic-affairs/aps/aps-curriculum.html>