CJ 478.002  
Correctional Systems  
Spring Semester 2015  
Web based

COURSE SYLLABUS

Instructor: Gary Dunlap, Instructor  
Office Location: Bain Center – Navarro College  
Office Hours: Monday  
Office Phone: 903-875-7566  
Office Fax: 903-872-2019  
University Email Address: Gary.Dunlap@tamuc.edu  
Class Location: Web based

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Reading:


Course Description:

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. Prerequisite CJ 101 or equivalent. 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.

**COURSE REQUIREMENTS**

**Instructional / Methods / Activities Assessments**

**CLASS FORMAT:** Every effort will be made to provide the best possible learning experience for students by blending lectures, discussions, and appropriate reading assignments. We will be discussing many current, interesting, and often controversial subjects. Thus, a mature attitude is assumed of all students. **Do NOTHING that will interfere with anyone else's opportunity to learn in this class. Disruptive Behavior of any kind will not be tolerated.**

**EXPECTATION:** This is a 400 level course and I expect senior-level work from you. If you feel you are not yet ready to tackle this level of coursework, then I advise you to enroll for this class at a later date. There will be writing assignments due throughout the semester. I expect clear writing with adequate style, correct grammar, and (when applicable) proper use of scholarly references. All submitted written assignments must be typed in 12 point, Times New Roman font, double spaced, on standard paper with one inch margins. All assignments are to be submitted via drop-box in the e-college system or via e-College discussion board as assigned.

**EXAMINATIONS:** There will be two major examinations worth 100 pts. each and three written critical thinking assignments worth 100 pts. The exams will include multiple choice, true/false and short answer questions. The exams are scheduled in the course outline. Adjust your schedule now--do not make plans that conflict with exam dates! If you miss one of the exams for an **excused** reason, you will take the make-up exam immediately following the final exam on the same date.

**All exams will be taken in class.**

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

A core component of this course is critical thinking. Critical thinking requires students to think through situations, facts, and issues in an open-minded and objective way in an effort to analyze
and evaluate information in an informed manner. Qualities of a critical thinker (and of arguments that embody critical thinking) include:

- **Certainty is not always necessary for a critical thinker; possibility and probability should always be a consideration**—in other words, just because the book tells you it is true, doesn’t mean that there may not be another solution or possibility to consider. The way that facts relate to one another—and not just fact alone—should be used to determine truth.

- **Critical thinkers are not only independent thinkers; they are also fair-minded in that they are willing to consider all points of view, and they are careful to take every aspect of an argument into consideration**—your way of thinking may not necessarily be the only way or the right way of thinking. Consider other perspectives.

- **Consider evidence (facts), source (from what source did your evidence come from), and motivations (what might be the underlying motivation behind these facts)**—in other words, gather information from credible sources and evaluation these sources/factual information in the context of what you have been asked to discuss/evaluate.

When preparing assignments, and taking exams, use the following to help you critically think through the question being asked. You will be graded (in part) on how well you perform these tasks.

- Determine the problem/issue you are trying to solve. Make sure you remain open-minded and objective and be aware of your own biases on the subject and put them aside.

- Develop a hypothesis and/or possible solution to the problem/issue. Brainstorm other possible solutions. Think about the pros and cons of the problem/issue.

- Gather information on the problem/issue that may support or contradict your position.

- Analyze your facts. Do not assume anything. Evaluate the facts objectively.

- Determine a reasonable conclusion based on all of the facts.

- Make sure your facts (and the reporting of the facts) are accurate. You may assume a causal relationship but there might be other possible conclusions to be drawn based on other factors. Be sure to evaluate what those might be.

This course also requires that you utilize APA citation format for all discussions/assignments/exams. See Course and University Policies/Procedures for more information on how to cite using APA.
Student Learning Outcomes #2 and # 4: The student will learn to utilize critical thinking skills. The student will be an active and engaged participant in class presented within the textbook, external readings/resources, student research, and class activities.

**Homework** *(3 assignments worth 100 points each = 300 course points)*

You are required to complete 3 homework assignments for this course. All assignments should be a MINIMUM of 3 pages in length, MAXIMUM 12-point font, double-spaced. An APA formatted title page, references and page numbers are required. Homework assignments should be turned in to the appropriate eCollege dropbox by 11:00PM CST on the dates given. (See below under Technology Requirements for more on assessing/turning in assignments using ECollege).

**Homework Assignment #1**

Student Learning Outcomes #1 and #2: The student will obtain a basic understanding of important issues in corrections and correctional practice. The student will learn to utilize critical thinking skills.

Homework Assignment #1 requires that you choose a topic from the following:

- **Legal Issues in Corrections**
  - Prisoner’s rights movement
  - Constitutional issues (first, fourth, eighth, or fourteenth amendment issues as they relate to corrections)
  - Civil commitment of sex offenders
  - Legal issues in probation and parole

- **Treatment Programming and Rehabilitation**
  - Cognitive behavioral therapy
  - Substance abuse treatment/therapeutic communities
  - Sex offender treatment
  - Mentally ill treatment for offenders in prison

- **Probation/Parole (Community Corrections)**
  - Intensive supervision probation
  - Work release
  - Shock probation/boot camps
  - Halfway houses
· Electronic monitoring/GPS
· Victim-offender reconciliation programs

**Prisoner Reentry**
· Reentry and housing
· Reentry and children/families
· Reentry and employment

Once you have chosen your topic, locate one scholarly article (scholarly articles are papers that have been written and peer-reviewed by others in the field) from the Gee Library electronic databases. You can access the Gee Library online and search various databases to find the articles you need. You might consider using CJ Abstracts and PsychInfo as your first line of defense. **Read the article** on your topic, summarize the article, and critically evaluate how your article supports or contradicts the information you have read in your text on your topic. What conclusions can you draw from the text and your article on the topic you investigated? Do not forget to utilize your critical thinking skills. Be sure to utilize APA citation format.

**Homework Assignment #2**

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

Homework Assignment #2 requires that you identify ONE state for which you are interested in learning more about gender-specific programming (you MAY NOT choose Texas). Locate ONE gender-specific program from your state. Describe this program in great detail providing as much information as possible about the program structure, design, process, and outcomes. Relate your research to at least TWO concepts you have learned in this class. Be sure to use your critical thinking skills. Be sure to utilize APA citation format.

**Homework Assignment #3**

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

Homework Assignment #3 requires that you pick one aspect of juvenile justice from below and explore it in some detail.

· Legal issues in juvenile justice and corrections/due process
· Judicial waivers to adult court
· Juvenile boot camps

Once you have chosen your topic, locate one scholarly article from the Gee Library electronic databases. Again, consider using CJ Abstracts and PsychInfo as your first line of defense. Read the article on your topic, summarize the article, and critically evaluate how your article supports or contradicts the information you have read in your text. Relate your research to at least **TWO** concepts you have learned in this class. Be sure to use your critical thinking skills. What conclusions can you draw from the text and your article on the topic you investigated? Be sure to utilize APA citation format.

**Assessment Method:** All homework assignments will be graded using the Homework Assignment Grading Rubric provided in Appendix B of the syllabus.

**Exams:** (2 exams @ 100 points each = 200 course points)

**Student Learning Outcomes #1 and #2:** The student will obtain a basic understanding of important issues in corrections and correctional practice. The student will learn to utilize critical thinking skills.

There will be 2 exams in this course.

*Exam #1 covering Sections I-VII of the text and any other assigned materials will be*  
*Exam #2 covering Sections VIII-XV of the text and any other assigned materials will be taken*

**Assessment Method:** Multiple choice, true/false and/or short answer questions.

**Midterm and Final Exams**

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

**EXTRA CREDIT:** Do not ask, there will not be any. Two types of students usually want to do extra credit work: those who would like to make an even “higher” A; and those who are failing the course. In either case, extra credit makes no sense. Put in the time, energy, and effort on the “regular” work and you will not need any “extra” credit.
GRADING

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

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th># of Assignments</th>
<th>Point Value</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance/participation</td>
<td>40</td>
<td>2-3 per class</td>
<td>100</td>
</tr>
<tr>
<td>Homework</td>
<td>3</td>
<td>100</td>
<td>300</td>
</tr>
<tr>
<td>Exam</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>600</strong></td>
<td></td>
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</table>

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 point scale for the course.

Total points possible for the semester = 600.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>600-540 pts</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
<td>539-480 pts</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
<td>479-420 pts</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
<td>419-360 pts</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
<td>&lt;359 pts</td>
</tr>
</tbody>
</table>

You will find your course grades in the gradebook located in ECollege. This gradebook will keep a ‘real-time’ accounting of the points you earn on assignments for this class. In this way, you may track your progress in this course throughout the course of the semester.

COMMUNICATION AND SUPPORT
**Interaction with Instructor Statement:**

The most effective way to communicate with the professor will be to come to class. The professor will be in her office during posted office hours and by appointment. The best way to make an appointment is to communicate directly with the professor immediately prior to or after class. Appointments can also be made via e-mail.

The professor will periodically communicate with the entire class or selected individual students by using the student’s MyLeo e-mail address. Students should check their MyLeo account regularly for e-mails from the university and/or the professor.

If you encounter any technological difficulties with e-college contact the e-college help desk immediately.

**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Course Specific Procedures:**

| Assigned readings should be completed BEFORE coming to class. Students will be called upon in class to discuss/explain material from the reading assignments. This is not intended to be punishment or to single anyone out in front of the rest of the class, but could prove to be embarrassing if you are unprepared. |

*Note: Class time needs to be focused on the academics. Please do not bring food into the classroom. Eat your snacks and meals before or after class. You may not leave your cell phones on when you enter the classroom absent an emergency which you should inform me about in advance. Any student caught texting while class is in session will have two (2) points deducted from the final grade for each documented infraction.*

**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 for more detailed information.


**Policy for Reporting Problems with eCollege**

Should students encounter eCollege-based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed.

- Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
- Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
- Once a helpdesk ticket number is in your possession, students should Email me to advise me of the problem and to provide me with the helpdesk ticket number
- At that time, I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Personal computer/access problems are not a legitimate excuse for filing a ticket with the helpdesk. I strongly encourage you to check for compatibility of your browser BEFORE the course begins and to take the eCollege tutorial offered for students who may require some extra assistance in navigating the eCollege platform. ONLY eCollege-based problems are legitimate.

**Examination Policy**

There will be no make-up quizzes/exams (including the final) except for students with documented medical excuses, students observing official religious holidays, and students on official college business. It is up to the student to advise me in advance if the student will not be able to take the exam due to official college business or religious holiday and to make alternative testing arrangements.

**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. 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 Style Sheet that is located in DocSharing in ECollege. You may also choose to access the following websites:

www.apastyle.org
http://owl.english.purdue.edu/owl/resource/560/02/
www.library.cornell.edu/resrch/citmanage/apa

**ATTENDANCE/PARTICIPATION:** It is essential to attend all classes to do well in this course. Lectures and discussions are designed to supplement the book, not repeat it. Many items will be discussed in class that is not in the book. While students can copy someone’s lecture notes, and complete reading assignments, there is no way to gain the information lost by missing class discussions. Study guides are not provided for any exams. Your study guides are your notes from your reading and class discussions. Attendance will be taken each class period and you can receive up to 3 point per for each day you attend and participate or up to 100 points. If you miss more than one week’s worth of classes (3 class sessions or more) you may want to consider dropping the course. There will be an automatic **dropping of one letter grade** for absences in excess of six (6) without an official documented excuse.

**TARDINESS:** Being on time is almost as important as being present. Class will begin **promptly** at the scheduled time. If you are not present when attendance is taken you will be counted absent. Tardiness is extremely rude and disruptive, and reflects a "don't care attitude" on your part. If for some reason beyond your control you must be late, enter the room as quickly and quietly as possible to minimize disruption. Repeated tardiness absolutely will not be tolerated. **If you cannot make it to class on time, please drop the course.**

**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 semester 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**

I do not have a policy on nor do I condone the curving of grades. Your grades in this class will be an accurate reflection of your time, effort, and commitment to the subject matter at hand. Everyone begins this class with an ‘A’. What you choose to do with that grade as the term progresses is up to you. You know up front what the requirements of this course are. If you are not willing or able to commit the time and effort to this class, you cannot and should not expect
me to ‘give you a break’. Students should take responsibility for dropping themselves from the course according to University policy should this become necessary. I will not do it for you.

University Specific Procedures:

**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

StudentDisabilityServices@tamuc.edu

**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). This includes, but is not limited to, providing an environment where all students feel comfortable to express their viewpoints freely and not being disrespectful to other students or the professor. For more on web-specific conduct, see:

http://www.albion.com/netiquette/corerules.html

**COURSE OUTLINE / CALENDAR**

Every effort will be made to adhere to the course schedule as noted below. However, 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.
Your assignments for this course require that you **READ** the textbook information AND the specific articles as noted below. These articles will be identified as such in the course schedule below.

### WEEK #1—

<table>
<thead>
<tr>
<th>Class begins-- Read the syllabus carefully</th>
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<tr>
<td><strong>Introduction</strong> The Philosophical and Ideological Underpinnings of Corrections &amp; A History of Corrections</td>
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| Correctional History: Reforms and Themes |

<table>
<thead>
<tr>
<th><strong>Homework Assignment #1</strong></th>
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<tr>
<td>Sentencing: The Application of Punishment</td>
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<table>
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<tr>
<th>Jails</th>
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<tr>
<td>Probation and Community Corrections &amp; Prisons</td>
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| **Exam #1 covering materials as assigned** |

<table>
<thead>
<tr>
<th>Parole and Prisoner Reentry</th>
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<tr>
<td>The Correctional Experience for Staff</td>
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<tr>
<td>Women and Corrections</td>
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<tr>
<td>Minorities and Corrections</td>
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<tr>
<td>Juveniles and Corrections/ Guest Speaker</td>
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<tr>
<td><strong>Homework Assignment #3</strong></td>
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<tr>
<td>Correctional Programming and Treatment</td>
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<tr>
<td>Corrections in the 21st Century</td>
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<tr>
<td>Review readings</td>
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<tr>
<td><strong>Final Exam</strong></td>
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Note: *Instructor intends to follow syllabus but reserves the right to make revisions as deemed necessary and appropriate and will notify students in writing.*

Appendix

Homework Assignment Grading Rubric

Homework Assignment (100 points)
**Assignment instructions:** Student follows the assignment directions /20

**Analysis:** Student evaluates the issue/situation sufficiently to demonstrate an understanding of the material /30

**Critical thinking:** Student employs critical thinking skills /30

**APA format:** Student provides citations in proper APA citation format /10

**Grammar/Word usage:** student uses proper grammar and word usage /10

**Comments on Assignment:**