



Course Syllabus

CJ568-01W: Seminar in Corrections

Instructor: Dr. Martha H. Hurley, Ph.D.

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Reading

Latessa, E.J. & Holsinger, A.M. (2010). *Correctional contexts: Contemporary and classical readings*. 4th ed. New York: Oxford University Press. ISBN: 9780199751464

Optional

Other materials/readings as assigned and posted online

Course Description

A study of popular issues in community-based and institutional corrections with emphasis on organizational goal setting and achievement, program evaluation, client supervision, agency administration, and problem solving. An analysis of current research and its applicability to the criminal justice system and society will be performed.

Prerequisites

Please note that prerequisites for this course include CJ 501, CJ 530 and CJ 531. Students who are registered for this class and who do not meet the prerequisites should contact Dr. Melinda Schlager, the Director and Advisor of the MS in Applied Criminology program.

Student Learning Outcomes

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

1. Identify the origins of corrections in the United States.
2. Explain the philosophical underpinnings of punishment.
3. Identify major issues in institutional corrections.
4. Explain evidence-based corrections.
5. Identify the components of community corrections.

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. Each week you will work toward achieving these outcomes through discussions/comments, papers, and a final presentation. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Introduction/Discussion Posts/Comment Posts (SLO 1-5)

The **Introduction** is a chance for you to ‘meet’ your colleagues 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/Discussion in Week #1. The Introductory post is due on Tuesday of Week #1 of the course.

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 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. Also see the ‘How to Cite’ FactSheet).

These posts should be **the equivalent of 1 page in length or a minimum of 250 words and should include one outside source (i.e., a source outside the regular readings assigned for the week/course)**. The specific discussion assignment is located in each unit Week by clicking on the Discussion link. Posts are due by 11:00PM CST on **Thursdays**.

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 **four** comments each week.

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. You should provide a minimum of 4 comments per discussion.

NO LATE COMMENTS ARE ACCEPTED. 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.

- 1 Introduction Post @ 50 Points;
- 5 Discussion Posts @100 points each = 500 course points
- 20 Comments @ 10 points each = 200 course points

Position Papers (SLO 3&4)

Students are required to complete two position papers. For position paper #1, students may choose any topic covered in the textbook readings, but they must take and argue a position on their particular issue/topic of choice. Students will be required to explain the topic (approximately 1 page), state their position (approximately 1-2 pages), and provide supporting evidence in the form of scholarly literature, governmental reports, etc. No Wikipedia. Current statistics/information from popular news sources is allowed if cited properly (approximately 2 pages).

For position paper #2, students must read the selection by Robert Martinson again carefully. Select one of these topic areas and explain Martinson's position on the issue.

- Education and vocational training
- The effects of individual counseling
- Group counseling
- The institutional environment
- The effects of sentencing
- Probation or parole versus prison
- Intensive supervision
- Treatment versus policy effects

Locate at least two outside sources that either support and/or reject Martinson's position on the issue (one article may support Martinson and another may not--that's ok).

Be sure to briefly explain what these sources say. Finally, based on the cursory review you have done on this subject, do you agree or disagree with Martinson/your sources on what works?

Both papers must be a **minimum** of 5 pages in length (does not include references), **maximum** 12-point font, 1-inch margins, include your name, and utilize proper APA citation format.

Position papers are due by **11:00PM CST on Fridays** in Weeks #2 and #4 of the course.

Assessment Method: Students will be assessed using the Position Paper Grading Rubric.

Reflection Papers (SLO 3& 4)

Students are required to complete two reflection papers. These papers will represent students' observations of their readings, a critical evaluation of the topic, and thoughts on how best to address the problems/issues inherent in their topic. Students must utilize a minimum of **four outside** sources to inform their paper. These sources **must** be peer-reviewed publications **or** governmental reports. These papers must be a **minimum** of 7 pages in length (does not include references), **maximum** 12-point font, 1-inch margins, include your name, and utilize proper APA citation format. Students should organize their papers as follows:

- Identify the topic and provide an overview of the issue, its relationship to corrections, and how this topic is currently handled/addressed in corrections policy/practice (you may provide 'real time' examples from correctional jurisdictions) (approximately 2-1/2 pages)
- Provide a critical evaluation of this topic including information that supports and/or disputes current policy and practice (approximately 2.5 pages)
- Provide thoughts on how best to improve/address the problems/issues inherent in the topic, including providing an example of 'best practices' (if they exist) (approximately 2 pages)

Students may write **Reflection Paper #1** on any of the following topics:

- History of corrections
- Purposes of punishment
- Sentencing
- Psychology of imprisonment
- Inmate misconduct
- Corrections staffing
- Legal issues in corrections

Students may write **Reflection Paper #2** on any of the following topics:

- Age-specific correctional concerns
- Gender issues in corrections
- Correctional healthcare
- Risk/needs assessment
- Institutional programming
- Probation
- Parole
- Intermediate interventions
- Offender reentry issues

Reflection papers are due by **11:00PM CST on Tuesdays in Weeks #3 and #5** of the course.

Assessment Method: Students will be assessed using the Reflection Paper Grading Rubric.

Course Pre/Post-test (not graded)

Pre and post-tests allow the professor to assess your baseline (foundation) knowledge of a particular subject at the time that you enter a course and the degree of increase in knowledge at the end of the course. This pre/post-test is comprised of no more than 10 questions that will assess your knowledge. You will be asked to complete the pre-test by **Friday** of Week #1 and your post-test by **Friday** of Week #4. These tests will not be graded (they are used for assessment purposes only). You will not be able to view future weeks until the pretest has been completed and Week 5 will appear once you complete the post test.

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	5	100	500
Comments	20	10	200
Position papers	2	100	200
Reflection papers	2	100	200

Pre/Post-test	1	0	0
		TOTAL	1150

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/grading schema for the course.

Total points possible for the term = 1150.

1150 - 1035 = A
1034 – 920 = B
919 - 784 = C
783 - 690 = D
689 and below = F

Grades will be available in the gradebook so that students can track their progress in the course on an ongoing basis.

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. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies. Copying and pasting, along with attaching/uploading documents for assignment submission, using email, and discussion boards, will also be required.

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>

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.

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. 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 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.

Virtual Office

Welcome to my office. This space is set aside for students to ask course related questions. Place any questions or concerns about the course here and they will answered within 24 hours on weekdays. (It is possible that I will answer all threads during my office hours as posted on the syllabus.)

Please feel free to answer one another's questions. I will check answers (as well as questions) for correctness, but do not hesitate to respond to a posting if you feel you can answer the question thoroughly and directly.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. how to submit to dropbox, and how to post to discussions, etc.)

For assistance with the library: To access the Library databases and tutorials click on the Library link under Course Home or minimize your eCollege session and open another browser window going to the Library's web site directly, at the following link: <http://www.tamuc.edu/library> not from within eCollege.

Policy for Reporting Problems with eCollege

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

1. Students must report the problem to the help desk. You may reach the helpdesk at
2. helpdesk@online.tamuc.org or 1-866-656-5511
3. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number

4. 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
5. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk. You are strongly encouraged 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.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu 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>.

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](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- 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 or 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.

[Criminal Justice web site](#)

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).

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 and in the Getting Started section of your course.

www.apastyle.org

<http://owl.english.purdue.edu/owl/resource/560/02/>

www.library.cornell.edu/resrch/citmanage/apa

It is the student's responsibility to understand how to cite properly. If you have questions, feel free to ask.

Late Work

Please note that this policy applies ONLY to your position and reflection paper assignments and not to discussion or comment submissions.

Late assignments will be accepted after the due date and time up to 1 day (24 hours) late. Twenty (20) points will be deducted from all late assignments. Assignments turned in more than one day late **will not** be accepted/graded.

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 132

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

Fax (903) 468-8148

Go to the following email address: StudentDisabilityServices@tamuc.edu

Go to the following link: [Student Disability Resources & Services](#)

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>.

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

WEEK #1—Corrections in Context

Monday	<p>Read the syllabus carefully. 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 based on the readings below. 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</p> <p>This week’s readings will explore the philosophical underpinnings of punishment and sentencing and provide a brief history and development of the corrections system in the United States.</p> <p>Readings from the Text:</p> <p>Latessa & Holsinger: Part I, Readings 1-6; Part VII, Readings 29-30</p> <p>Articles Available for Download:</p> <p>Boesche, R. (1980). The prison: Tocqueville’s model for despotism. <i>Western Political Quarterly</i>, 34, 550-563.</p>
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Tuesday	Complete first-week Introduction/Question
Thursday	Discussion #1 due
Friday	Complete course pre-test
Saturday	Comments for Discussion #1 due

WEEK #2—Issues in Corrections, Part I

Monday	<p>This week’s readings will cover issues in institutional corrections including: the psychology of imprisonment, living and working in prison, prison misconduct, and legal issues in institutional corrections.</p> <p>Readings from the Text:</p> <p>Latessa & Holsinger: Parts II-IV, Readings 7-10 and 12-14</p> <p>Articles Available for Download:</p> <p>Grass, S.C. (2000). Narrating the cell: Dickens on American prisons. <i>Journal of English and Germanic Philosophy</i>, 99, 50-70.</p> <p>Lambert, E, & Barton, S.M. (2008). The impact of punishment and rehabilitation views on organizational commitment among correctional staff: A preliminary study. <i>American Journal of Criminal Justice</i>, 33, 85-98.</p> <p>Melde, C. (2008). Penal reform and the stability of prison adaptive modes. <i>Journal of Crime & Justice</i>, 31, 59-80.</p> <p>Smith, C.E., & Corbin, A.M. (2008). The Rehnquist court and corrections law: An empirical assessment. <i>Criminal Justice Studies</i>, 21, 179-191.</p>
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Thursday	Discussion #2 due
Friday	Position paper #1 due
Saturday	Comments for Discussion #2 due

WEEK #3—Issues in Corrections, Part II

Monday	<p>This week’s readings will cover issues in institutional corrections including: age-specific correctional concerns, gender, and correctional healthcare (including mental health) and sex offenders</p> <p>Readings from the Text:</p> <p>Latessa & Holsinger: Part IV, Readings 15 & 16 and 19 & 20</p> <p>Articles Available for Download:</p> <p>Rhodes, W., Johnston, P., & McMullen, Q. (2000). <i>Unintended consequences of sentencing policy: The creation of long-term healthcare obligations</i>. Cambridge, MA: Abt Associates.</p> <p>Rafter, N.H. (1985). Gender, prisons, and prison history. <i>Social Science History</i>, 9, 233-247.</p> <p>Van Wormer, K, & Kaplan, L.E. (2006). Results of a national survey of wardens in women’s prisons: The case for gender-specific treatment. <i>Women & Therapy</i>, 29, 133-151.</p>
Thursday	Discussion #3 due
Friday	Reflection Paper #1 due
Saturday	Comments for Discussion #3 due

WEEK #4—Evidence-Based Corrections

Monday	<p>This week's readings will cover topics in evidence-based corrections including: evidence-based practice, risk/needs assessment, and institutional programming</p> <p>Readings from the Text:</p> <p>Latessa & Holsinger: Part V, Readings 17-18, 22 & 23</p> <p>Articles Available for Download:</p> <p>Byrne, J. M., & Pattavina, A. (2006). Assessing the role of clinical and actuarial risk assessment in an evidence-based community corrections system: Issues to consider. <i>Federal Probation</i>, 70, 64-67.</p> <p>Gendreau, P., Little, T., & Goggin, C. (1996). A Meta-Analysis of the predictor of adult offender recidivism: What works! <i>Criminology</i>, 34, 575-608.</p>
Thursday	Discussion #4 due
Friday	Position paper #2 due Complete course post-test
Saturday	Comments for Discussion #4 due

WEEK #5—Community Corrections

Monday	<p>This week's readings will cover community corrections topics including: probation, offender reentry, and intermediate interventions</p> <p>Readings from the Text:</p> <p>Latessa & Holsinger: Part VI, Readings 24-28</p> <p>Articles Available for Download:</p> <p>Applegate, B.K., Smith, H.P., Sitren, A.H., & Springer, N. (2009). From the inside: The meaning of probation to probationers. <i>Criminal Justice Review</i>, 34, 80-95.</p> <p>Pettus, C. A., & Severson, M. (2006). Paving the way for effective reentry practice: The critical role and function of the boundary</p>
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	spanner. <i>The Prison Journal</i> , 86, 206–229.
Thursday	Discussion #5 due
Friday	Reflection paper #2 due
Saturday	Comments for Discussion #5 due