



**COURSE SYLLABUS**  
**CJ 478-01W: Community Based**  
**Corrections Spring 2018**  
**Web Based**

**Instructor:** Laura E. Salander, M.S.  
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**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

*Required Reading:*

Abadinsky, R. (2015). Probation and Parole (12thed). Pearson. ISBN 9780133483703

Other materials as assigned and located in DocSharing in ECollege

**Course Description:**

A study of probation, parole, diversion, pre-trial release, and intermediate sanctions. A critical analysis of the statutes and policies relating to the administration of community-based correctional programs. Prerequisite CJ 101.

Specifically, this course will highlight critical issues and trends in community-based corrections as well as evaluate the practice of community corrections nationwide. Special emphasis will be placed on exploring the development of community corrections, including probation, parole, intermediate punishments, special offenders in the community, and juvenile offenders in the community.

### Student Learning Outcomes:

1. The student will obtain a basic understanding of community corrections concepts
2. The student will understand the policy implications of community corrections practice
3. The student will be able to put community corrections practice in a national context
4. The student will learn how to think critically about community corrections issues

<b>COURSE REQUIREMENTS</b>
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### Instructional / Methods / Activities Assessments

This course is designed in a format that is delivered asynchronously 100 % online. In the online environment, students will be engaged in discussion forums and weekly unit completion of materials that will lend success to completion of the course work. The weekly lessons will be released on Sunday at 5pm.

Each week/unit starts on Monday and ends on Saturday at 11:00pm CST and your grade for activities will be posted as soon thereafter as possible.

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 assignments, discussions, and quizzes/exams. Below is an explanation of each course requirement including due date, assignment instructions, and other information.

Please note that a core competency 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 evaluate these sources/factual information in the context of what you have been asked to discuss/evaluate.

When preparing homework assignments, discussion posts 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

*Homework (2 assignments worth 100 points each = 200 course points)*

You are required to complete **2** homework assignments for this course. Be sure to utilize APA citation format for all homework assignments. (See below under Course and University Procedures/Polices for more on APA format).

All assignments should be a **MINIMUM** of 2 pages in length, **MAXIMUM** 12-point font, double-spaced. Homework assignments should be turned in to the appropriate eCollege dropbox. (See below under Technology Requirements for more on turning in assignments using eCollege).

*Homework Assignment #1 (100 points)*

Student Learning Outcome #1 & 4: The student will obtain a basic understanding of community corrections concepts. The student will learn how to think critically about community corrections issues.

Assignment Instructions:

- Select **ONE** of the following topics to write about:
  - Pre-trial and diversion
  - Assessment and risk prediction
  - Probation management and case planning
- After you have selected your topic, explain what your topic is and why it is important in the realm of community corrections.
- Utilize the online library databases to locate **one academic journal** article on your topic (this does NOT mean Google). This means CJ Abstracts, SOCIndex, etc. Read this article and evaluate it in light of what you have read on the subject in your text/reader. How does the article 'fit in' to the discussion (or not). Use information from the article and your text (or other sources) to make your point. What questions do you have about what you have read?
- Be sure to use your critical thinking skills when completing this assignment. Think through your topic. What role does it play in the larger discipline of community corrections? You may use your text to provide context.
- Be sure to cite properly using APA citation format.

Assessment Method: This homework assignment will be graded using the Homework Assignment Grading Rubric provided in Appendix A of the syllabus.

## *Homework Assignment #2 (100 points)*

Student Learning Outcomes #3 & 4: The student will be able to put community corrections practice in a national context. The student will learn how to think critically about community corrections issues.

Assignment Instructions: The purpose of this assignment is for you to study/learn about community corrections in some depth. To that end, your assignment should be organized in the following manner:

- Identify **one** community corrections topic related to juvenile offenders that you are interested in studying in some depth. The topic cannot be the same as what you completed for previous homework assignments. Explain this topic's place in the context of community corrections programs
- Compare and contrast information on your topic. Locate at least **3 academic journal** articles on the subject matter and write a mini literature review. These articles should be retrieved from databases as suggested in Assignment #2. This review should briefly outline the article and compare/contrast and/or somehow integrate information from both articles in to a cohesive discussion about the subject matter. Be sure to use information from your text/reader to support your position.
- Be sure to use your critical thinking skills when completing this assignment.
- Be sure to use APA citation format

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

## *Exams (2 exams worth 150 points each =300 course points)*

Student Learning Outcome #1: The student will obtain a basic understanding of community corrections issues.

*Exam #1 is due by March 10, 2018 at 11:00pm CST.*

*Exam #2 is during Finals Week and is due by May 10, 2018 at 11:00pm CST.*

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

## *Quizzes (10 quizzes worth 10 points each = 100 course points)*

There will be 10 quizzes in this course to ensure that you are reading the assignment materials and keeping up with course requirements. There is a weekly quiz that must be completed by 11:00 pm on

Saturday on each assigned week. The quiz will mainly focus on the assigned readings. The quiz will be released on Monday and you may take it at any point in time during the week. You may take the quiz up to 2 times. Your last submitted score will be recorded. You will have a time limit of 15 minutes. Scores will be released on the following Monday after the Saturday deadline.

Discussions (5 posts/comments at 80 points each=400 course points)—  
Student Learning Outcomes #1-#3

There will be 5 discussions posted throughout the semester worth 80 points each. Discussion on topics must be done during the week we are discussing the course material. You will post your answer to the posed question on the initial week of the discussion and have comments completed by the following week – see detailed Course Calendar.

Assessment Method: Based on your ability to discuss in an open and constructive way, those concepts and issues that we will cover in class. See grading rubric at end of syllabus.

Introduction (1 Introduction post not graded) Every student must introduce him- or herself by the second day of class during Week One. This information will be entered as a threaded discussion. Each student should follow the example provided in Ecollege at the site of the assignment in Week One.

Each student's presentation should cover the following information:

- Name
- Occupation/career and length of time
- How this course is expected to help or aid your career, separate from the entire degree
- Describe how you expect this degree to enhance your career

### Discussion Posts

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).

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 assigned unit Week by clicking on the Discussion link.

*5 discussion posts @ 50 points each = 250 course points*

Posts are due Saturday by 11:00PM CST. Late posts will be accepted up until 3 days after the due date for a deduction of 10 points.

### 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 **five** comments for each discussion. 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. Students **must** provide one outside source for **at least** one comment that they make.

**NO LATE COMMENTS ARE ACCEPTED.** All comment posts are due Saturday by 11:00PM.

**Assessment Method:** Comments will be graded using the Discussion Post/Comments Grading Rubric. The discussion and comments for each week will be graded together and posted as one grade (Discussion = 50 + Comments 5@ 6 points each (30) = 80 points/week). *(25 comments @6 points each = 150 course points)*

<b>GRADING</b>
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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
<b>Homework</b>	2	100	200
<b>Quizzes</b>	10	10	100
<b>Exams</b>	2	150	300
<b>Discussions</b>	5	80	400
		<b>TOTAL</b>	1000

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 semester = 1000.

1000-900 = A
899-800 = B
799-700 = C
699-600 = D
599 and below = F

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.

## TECHNOLOGY REQUIREMENTS

The following hardware and software are necessary in order to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

For those of you who are not familiar with eCollege, I suggest you take the tutorial offered online. Should you have any questions, feel free to contact the folks in Technology Services.

## ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To log in to the course, go to:

<https://leo.tamu-commerce.edu/login.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@tamu-commerce.edu](mailto:helpdesk@tamu-commerce.edu).

Please note that this is a web based course and as such, all of your assignments, exams and quizzes will be turned in/completed through eCollege. The gradebook will also be available in eCollege.

Students will submit writing assignments electronically using the eCollege dropbox. The dropbox is found under the ‘dropbox’ tab located along the top toolbar or under each weekly unit for which an assignment is due. Students should be sure to submit all assignments as attachments (do not cut and past into the dropbox) and to submit the assignment into the properly named/numbered dropbox.

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor Statement:**

My primary form of communication with the class will be through Email and announcements in eCollege. 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 as well as announcements. It will be your responsibility to check your University Email regularly.

### **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](mailto: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, How to post to discussions etc...)

## 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.

<http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/sociologyCriminalJustice/frequentlyAskedQuestions/academicHonesty/default.aspx>

*Policy for Reporting Problems with eCollege*

Should students encounter ecollege-based problems while submitting assignments in the dropbox or completing exams/quizzes 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](mailto: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 except for students with documented emergencies. It is up to the student to advise me in advance if the student will not be able to take the exam due to an emergency. All quizzes/exams are completed online and scheduled well in advance so please plan accordingly.

### ***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://www.apastyle.org)

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

[www.library.cornell.edu/resrch/citmanage/apa](http://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**

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. However, I also do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments. To that end, I have developed a policy on late work. Please note that this policy applies ONLY to assignments OTHER than quizzes/exams.

Assignments received after the due date and time up to 1 day (24 hours) late will lose 15 points/one letter grade. Assignments received 2 days (48 hours) late will lose 30 points/2 letter grades. Assignments 2+ days late will not be accepted/graded.

### **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:**

#### **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. (See current Student Guidebook).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum (i.e. discussion

boards): [Netiquettehttp://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

### **Campus Concealed Carry**

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: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf> and/or consult your event organizer. 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.

## **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- Room 132

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

Fax (903) 468-8148

Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@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.

### ***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*).

## 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 class. The professor reserves the right to change the schedule if necessary and depending on the progress of the class.

**All assignments are due on Saturday by 11:00PM CST of the week stated in the course calendar.**

### **WEEK #1—January 16-20**

Review Syllabus  
Chapter 1: Probation and Parole in Criminal Justice  
*The Ethics of Community-Based Sanctions*  
Discussion - Self Introduction

### **WEEK #2—January 22-January 27**

#### **Section I: History and Development of Community-Based Corrections**

Text- Chapter 2: Probation History and Administration  
*When Policy Becomes the Problem*

**Discussion #1 Post**

**Quiz #1**

### **WEEK #3—January 29-February 3**

Text Chapter 3: Pretrial Services, Sentencing, and the Presentence Report  
The Impact of Gender and Race-Ethnicity in the Pretrial Release Process

**Discussion #1 Comments**

**Quiz #2**

### **WEEK #4—February 5-10**

#### **Section III: Parole Part One**

Text Chapter 4: Parole and Indeterminate Sentence  
Does Parole Work?— Revisited

**Discussion #2 Post**

**Quiz #3**

**WEEK #5—February 12-February 17**

**Section IV: Parole Part Two**

Text Chapter 5: Parole Administration and Services

**Discussion #2 Comments**

**Quiz #4**

**WEEK #6—February 19-24**

**Section IV: The Viability of Treatment Perspectives**

Text Chapter 6: Treatment Theory and Practice

**Quiz #5**

**WEEK #7 February 26-March 3**

**Homework Assignment #1 due— March 3, 2018 by 11:00 pm CST**

**WEEK #8—March 5-10**

Midterm Exam – Due by 3/10/18 at 11pm.

**WEEK #9—March 12-17 Spring Break**

Spring Break!

**WEEK #10—March 19-24**

Text Chapter 7: Probation and Parole Officers

Gender Matters: Differences in State Probation Officer Stress

**Discussion #3 post**

**WEEK #11—March 26-31**

Text Chapter 8: Probation and Parole Supervision

From the Inside: The Meaning of Probation to Probationers

**Discussion #3 Comments**

**Quiz #6**

**WEEK #12—April 2-7**

Text Chapter 9: Intermediate Punishments

Under Surveillance: An Empirical Test of the Effectiveness and Consequences of Electronic Monitoring

**Discussion #4 Post**

**Quiz #7**

**WEEK #13—April 9-14**

Text Chapter 10: Special Issues and Programs in Probation and Parole

HOPE Probation and the New Drug Court: A Powerful Combination

**Discussion #4 Comments**

**Quiz #8**

**WEEK #14—April 16-21**

Text Chapter 11: Probation and Parole in Juvenile Justice

An Experimental Juvenile Probation Program: Effects on Parent and Peer Relationships

**Discussion #5 Post**

**Quiz #9**

**WEEK #15—April 23-28**

**Text Chapter 12:** Research and the Future of Probation and Parole

*Closing the Revolving Door? Substance Abuse Treatment as an Alternative to  
Traditional Sentencing for Drug-Dependent Offenders*

*The Effectiveness of Community Service Sentences Compared to Traditional  
Fines for Low-Level Offenders*

**Discussion #5 Comments**

**WEEK #16—April 30-May 5**

**Finish up all readings and Review for Final**

**Homework Assignment #2 due – May 5, 2018 at 11:00 pm CST**

**Quiz #10**

**FINALS WEEK May 7-10**

**Exam #2 – Final – Due by May 10, 2018 at 11:00pm CST**

**Note: Instructor intends to follow syllabus but reserves the right to make revisions as deemed necessary and appropriate and will notify students in writing.**

<b>DISCUSSION Rubric</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Needs Improvement</b>
10	Post was completed on time		
10	Student answered the question	Student answered the question in part	Student did not answer the question
10	Student fully relates/applies course concepts to topic under study indicating an in-depth knowledge of the material and application of critical thinking	Student somewhat relates/applies course concepts to topic under study indicating some knowledge of the material and some use of critical thinking	Student minimally relates/applies course concepts to topic under study indicating minimal knowledge of the material and minimal use of critical thinking
10	Student develops a clear link with course material in a way that demonstrates applied and critical evaluation	Student develops a link with course material in a way that demonstrates some applied and critical evaluation	Student develops a minimal link with course material in a way that demonstrates minimal applied and critical evaluation
5	Post was the equivalent of one page in length		Post was not the equivalent of one page in length
5	Student cited properly in-text and provided a full bibliography/works cited at the end of their post using APA citation format	Student either cited properly in-text or provided a full bibliography/works cited at the end of their post, or cited but did not do so properly using APA citation format	Student neither cited properly in-text nor provided a full bibliography/works cited at the end of their post using APA citation format
<b>COMMENTS Rubric</b>			
10	Student posted at least 5 comments in response to their colleagues' discussions	Student posted 2-3 comments in response to their colleagues' discussions	Student 2 or fewer comments in response to their colleagues' discussions
10	Student provided a critical appraisal of the question asked	Student provided a somewhat critical appraisal of the question asked, but could have provided a more in-depth analysis	Student provided a somewhat critical appraisal of the question asked, but could have provided a more in-depth analysis
5	Student provided a relevant response/comment that moved the discussion forward in a meaningful way through the use of critical thinking	Student provided a reasonable response/comment but did not utilize ample critical thinking	Student did not provide a relevant response/comment that moved the discussion forward in a meaningful way or did not utilize critical thinking

5	Student provided one suggestion for improvement that shows understanding/insight into the topic	Student provided one suggestions for improvement that shows some understanding/insight into the topic	Student does not provided a suggestion for improvement that shows understanding/insight into the topic
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**APPENDIX A**  
**Homework Grading Rubric**  
**Rubric for Homework Assignment #1**

Student chose a topic and explains why it is important         /20

Student includes information from 1 outside credible source (peer-reviewed article or report) and used the information  
To explain how the article compliments (or not) what the student has read         /30

Student utilizes critical thinking         /20

Student utilizes proper APA citation format         /15

Student follows directions/formats paper properly/uses correct grammar         /15

Comments:

**APPENDIX B**  
**Homework Grading Rubric**  
**Rubric for Homework Assignment #2**

Student picks <b>one</b> community corrections topic related to juvenile offenders and compares and contrasts information the topic.	<u>          </u> /20
Student provides information from 3 peer-reviewed articles, outlines them, and compares/contrasts/integrates the information from the articles in a cohesive manner; student uses material from the text for support	<u>          </u> /30
Student evaluates programs critically	<u>          </u> /20
Student utilizes proper APA citation format	<u>          </u> /15
Student follows directions/ formats paper properly/uses correct grammar	<u>          </u> /15

Comments