CRIJ 6372  SEMINAR IN CORRECTIONS  
Spring “B” 2018, 8-week, online

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Course Description

This course develops an overview of a variety of problems in American Corrections, including the philosophy of prisons, sentencing, community corrections, rehabilitation, and correctional reform. The efficacy of the death penalty will be evaluated. We will also investigate the sources of professional shortcomings, system deficiencies, and public inadequacies to develop theoretically based proposals to address these issues. Prerequisite courses: none. Admission to ASU Graduate School is required.

Course Objectives

Students deepen a comprehensive understanding of corrections and the philosophy of punishment along with the implications and unintended consequences of policy. Basic to this are the following:

1. To define and analyze the origins, philosophical and historical contexts of corrections
2. To analyze and critique correctional policy and the unintended consequences of policy
3. To practice and develop analytic and critical thinking related to corrections and policy

Learning Outcomes

There are three (3) measurable learning outcomes in this course.

1. Students will demonstrate their understanding of the historical, intellectual and social philosophical development of correctional philosophy and policy through discussions and writing assignments.
2. Students will demonstrate their understanding of correctional policy and its unintended effects through development of a final project, writing assignments and discussions.
3. The ability to critically read and critically write is an essential component of the Criminal Justice Master’s Degree programs. Therefore, students are expected to demonstrate in all their writing assignments and discussions the fundamental ability to analyze a variety of sources for content and develop their critical writing skills through reporting their analysis.

Grading Policies

This course utilizes two (2) 5-10 page writing assignments and weekly discussions or activities to guide and assess student knowledge acquisition and comprehension. You will also be graded on your ability to critically read and critically write about the work of others. There is an extensive amount of reading assigned that will drive student responses to discussion questions and writing assignments and the student should be prepared to spend upwards of six (6) hours each week on this course. Additionally, where possible, other sources, such as videos, are utilized to enhance student learning. This may increase the time needed to prepare for classwork.

As with all online courses, students must be able to operate a computer and have the necessary technical skills to navigate around a web page. Additional technical skills are not a prerequisite for this course. Links to “how to” videos are provided at the beginning of the course.
## Assignments and Percent of Grade in CRIJ 6372

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
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<tbody>
<tr>
<td>Writing Assignment #1</td>
<td>*30%</td>
<td>Due Week 3 by Sunday at Midnight – 04/02/17</td>
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<tr>
<td>Writing Assignment #2</td>
<td>*30 %</td>
<td>Due Week 7 by Sunday at Midnight – 04/30/17</td>
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<td>Class Critique (ONLINE <em>IDEA</em> FORM)</td>
<td>*10 %</td>
<td>Week 6 or 7 when available online or by email</td>
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<tr>
<td>Prompt and Full Participation in Discussion Board</td>
<td>*30 %</td>
<td>Each Week – Post your ROBUST initial response to the discussion board questions and respond (using “thinking” questions or gentle critique) to the posts of at least 3 other students per discussion. A robust initial response to the discussion board topic will range from 150-250 words and include in-text citations and references placed at the bottom of the post. Your robust initial response will be a combination of your analysis and opinion and should always be backed up by facts and sources, properly cited and referenced. Your robust initial response will be a combination of your analysis and opinion and should always be backed up by facts and sources cited in your post. Due Sunday at midnight. Responses to initial posting of 3 classmates due by the following Thursday.</td>
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→ REMEMBER: these grades are all “weighted” percentages of your total grade. As an example, 6 grades of 100 in this ONE category only amount to 30% of your TOTAL grade for the semester.*

Each Discussion or Activity will be released on Monday when the Lesson is opened. It should be completed by midnight on Sunday. Replies to other students should then be completed by the following Wednesday of that same week.

Angelo State University employs a letter grade system for graduate courses. Grades in this course are determined on a percentage scale:

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- F = 69% and below

### Writing Guidelines

Formal academic writing uses standardized styles and citation formats. The preferred format for Criminal Justice programs is the APA style. To access the APA writing guidelines go to http://owl.english.purdue.edu/owl/resource/560/01/.

Papers should have 1-inch margins all around. You are expected to use a standardized font, preferably Times New Roman, 12 point. **Cite your references in EVERY instance and include a properly formatted reference list with every assignment. Remember, plagiarism is grounds for failing the class. Improper or missing citations are the same as plagiarism.**
Every writing assignment should be submitted as a Word or PDF document. If you do not have Microsoft Office or Adobe Acrobat, then the document should be submitted as a TEXT file. Any formal papers submitted should include a cover page and reference sections (not counted as part of the paper’s length). An abstract is not required.

**Rubrics**

Discussion forums and writing assignments will be graded using standardized rubrics. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the writing assignments. There are two rubrics provided in the Course Content area on Blackboard.

1. Discussion Rubric
2. Writing Assignment Rubric

**Date and Time of Final Exam**

This course uses writing assignments and discussion assignments to evaluate student performance and there is no final exam.

**Office Hours and/or hours of outside-of-office contact**

The instructor's office hours and contact information are available in the Blackboard class under the “Instructor” tab. Since this is an online class with asynchronous communication, try an email to your instructor!

**Required Textbooks: (2) (In order of reading.)**


Unless otherwise specified in a specific module, all reading assignments refer to the entire chapters of these texts. Other readings may be assigned and provided by the instructor through the course of completing this class.

You may purchase or rent these books from a university bookstore or an online store. You may find used books and rental books very cheaply on the internet. Both textbooks are needed as soon as possible. Many online stores offer free two-day delivery for students. Please arrange to obtain these books immediately and begin reading ahead!

**Participation and Communication**

The essence of this course revolves around effective communication by both the instructor and students. The nature of our subject, Criminological and Criminal Justice Theory, means we engage in meaningful discussion and critical thinking concerning its many facets. Everyone in this class brings something to the table. Your ideas and thoughts count, not only to the instructor but also to the entire class. Our online modules and discussions are designed to facilitate open discussion and stimulate thinking processes. This is of the utmost importance to the success of our class!

Some of you may be taking this class as your first online class. It might seem somewhat intimidating for a person new to this model of learning. As a class, we need to assist each other with this learning process and share our collective knowledge on how best to communicate, resolving technical issues and assisting each other to find answers to our questions.

*We will learn and work as a team.*

**Courtesy and Respect**
Courtesxy and respect are integral to this course. We will respect each other's opinions and respect points of view at all times in our class sessions. The use of profanity and harassment of any form is strictly prohibited (Zero Tolerance), as are any remarks concerning ethnicity, lifestyle, race, religion, culture, etc. Violations of these rules will result in immediate dismissal from the course.

Contacting the Instructor

Please questions related to the class in the “Student Lounge” discussion forum. This way all students can see both your question and my answer. Questions of a more personal nature, such as your grade or problems completing assignments should be asked using the “Messages” link in the Blackboard course menu. See the Instructor Information section for contact information.

University Policies

Academic Integrity

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook.

Accommodations for Disability

The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Student Life Office at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

Student absence for religious holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Course Organization:

This is an eight (8) week, eight-lesson course and there is limited time to finish the assigned readings and associated projects. Please keep this in mind as you schedule your work. The readings, assignments and associated projects have been constructed to enhance your learning process. Unless otherwise directed, you will complete one entire online lesson module each week, including the weekly discussions.

This is an online course and attendance is not taken. However, failure to participate in the discussion board, to communicate or respond to e-mails from the professor, is an indication something is wrong. We can no longer forcibly drop students from classes for non-attendance or non-participation. Therefore, we have made both a significant component of the course grade as an enticement to keep you engaged in the learning process. Failure to participate or communicate on the part of a student will result in an appropriate reduction of your grade and possibly in your failure of this course.

Assignments and Discussion Postings should be completed and submitted on time. However, reality dictates that exceptional events may cause problems for students. Please consult with your instructor regarding circumstances causing the submission of late work. We would much rather work with you than potentially lose you as a student.
The University policy on grades of “Incomplete” is that the deficiency in performance must be addressed satisfactorily by the end of the next long (16 week) semester or the grade automatically becomes an “F”. Grades of “Incomplete” will only be awarded to students who have demonstrated sufficient progress to earn the opportunity to complete the course outside of the normal course duration. The award of an “Incomplete” will only be made in rare circumstances, with the concurrence of the student and the professor on what specific tasks remain and when they are due for the grade to be changed to a higher grade. The determination of the need to award an “Incomplete” is entirely up to the professor's personal judgment.

This course begins on Monday, March 19, 2017 and ends on Friday, May 11, 2018.

Students may add this course up to 03/22/2018.

Students may drop this course on 03/27/18.

**Writing Assignment #1** will consist of the lookup, very brief summary and a critique of a scholarly (academic) journal article of a correctional topic of your choice. Your critique will be a 5 to 10-page analysis of the article, telling what might have been improved about the article. You are limited to the first 2 pages being the formal citation in APA format and brief summary. Follow the guidelines in the syllabus and in the instructions that will be provided. Law/legal articles and news articles are excluded. GOOGLE “A.P.A.” for citation and reference style.

**Writing Assignment #2** will consist of an Annotated Bibliography constructed on a corrections topic of your choice. I will provide further instructions for you, such as number of scholarly journal articles and books necessary for your annotations. Google “annotated bibliography” to get a sense of what one of these is like. They are actually a very good exploratory tool for some interest in corrections that you may have. This is a great idea to do for every class if you intend to go for a Ph.D. in Criminal Justice!

**CRIJ 6372**

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<thead>
<tr>
<th>LESSON / WEEK #</th>
<th>Please see the Course Instructional Narratives and List of Tasks for each lesson.</th>
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<tbody>
<tr>
<td>1</td>
<td>The readings assigned are intended to expand your understanding of corrections, including the historic and philosophical development of correctional policy and its unintended consequences. We begin the course with an introduction to the notion of “Reentry” and public attitudes toward punishment, rehabilitation and reintegration. <strong>To Do:</strong> Read the Instructional Narrative, as available Read Gideon &amp; Sung, Ch. 1, Corrections in an Era of Reentry Read Gideon &amp; Sung, Ch. 2, Public Attitudes Toward Rehabilitation and Reintegration Read Gideon &amp; Sung, Ch. 3, Treatment of Offender Populations: Implications for Risk Management and Community Reintegration Read Gideon &amp; Sung, Ch. 4, Major Rehabilitative Approaches Continue reading <em>Rethinking Corrections</em>, Gideon &amp; Sung (2011) Post on Discussion Board or Activity per instructions in Lesson 1 on Blackboard <strong>Writing Assignment #1 release. DUE Sunday of Week 3 04/01/18</strong></td>
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<td><strong>We continue the course with exploration of rehabilitation approaches and exploration of keeping people out of prison or keeping them from returning to prison.</strong>&lt;br&gt;&lt;br&gt;<strong>To Do:</strong>&lt;br&gt;Read the Instructional Narrative&lt;br&gt;Read Gideon &amp; Sung, Ch. 5, Probation: An Untapped Resource&lt;br&gt;Read Gideon &amp; Sung, Ch. 6, Diversion Programs&lt;br&gt;Read Gideon &amp; Sung, Ch. 7, Prison-Based Substance Abuse Programs&lt;br&gt;Read Gideon &amp; Sung, Ch. 8, Prison-Based Educational and Vocational Training Programs&lt;br&gt;Post on Discussion Board or Activity per instructions in Lesson 2</td>
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<td><strong>We continue the course with exploration of programs to boost successful reentry to society. We explore the shocking notion of bringing sexual and violent offenders back to communities and also look at the issues of mental and physical illness.</strong>&lt;br&gt;&lt;br&gt;<strong>To Do:</strong>&lt;br&gt;Read the Instructional Narrative&lt;br&gt;Read Gideon &amp; Sung, Ch. 9, Community Reintegration of Violent and Sexual Offenders&lt;br&gt;Read Gideon &amp; Sung, Ch. 10, Seeking Medical and Psychiatric Attention&lt;br&gt;Read Gideon &amp; Sung, Ch. 11, Faith-Based Prisoner Reentry&lt;br&gt;Read Gideon &amp; Sung, Ch. 12, Parole&lt;br&gt;Post on Discussion Board or Activity per instructions in Lesson 3&lt;br&gt;&lt;br&gt;<strong>Writing Assignment #2 release; (Due on Sunday of Week 7) 04/29/18</strong></td>
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<td><strong>We explore various programs for reentry and the barriers that come into play as programs and policies evolve. We will also follow up with the examination of mental illness having become a criminal justice issue instead of a Public Health problem.</strong>&lt;br&gt;&lt;br&gt;<strong>To Do:</strong>&lt;br&gt;Gideon &amp; Sung, Ch. 13, Employment Barriers to Reintegration&lt;br&gt;Gideon &amp; Sung, Ch. 14, Barriers to Reintegration&lt;br&gt;Gideon &amp; Sung, Ch. 15, Rehabilitation, Reentry and Reintegration in Criminal Justice Education&lt;br&gt;Gideon &amp; Sung, Ch. 16, Integrative Triple R Theory&lt;br&gt;&lt;br&gt;<strong>Begin reading Ranking Correctional Punishments by May and Wood</strong>&lt;br&gt;Post on Discussion Board or Activity per instructions in Lesson 4</td>
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<tr>
<td>Lesson</td>
<td>Content</td>
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| 5      | This lesson helps us to tie up the notion of rehabilitation, reentry and reintegration with a theory for the future.  
**To Do:**  
Read the Instructional Narrative  
Post on Discussion Board or Activity per instructions in Lesson 5 |
| 6      | This is the time to explore the idea of being punitive. We look at the public, offenders and policy makers.  
**To Do:**  
Read the Instructional Narrative  
Examine the websites assigned in the Instructional Narrative  
Finish reading *Ranking Correctional Punishments* by May and Wood  
Post on Discussion Board per instructions in Lesson 6  
**Writing assignment #2 Due on 04/29/18.**  
*(Watch for and complete the IDEA Survey when it appears below the list of lessons in either Week 6 or Week 7. I do not receive any feedback from IDEA until well after grades are assigned but I do get a list of who has completed it so that I can give you points.)* Positive comments and suggestions will be GREATLY appreciated! |
| 7      | This lesson explores punitivity in the extreme; the death penalty. This lesson will present facts, figures and other data to explore for analysis.  
**To Do:**  
Read the Instructional Narrative  
Examine the websites assigned in the Instructional Narrative  
Post on Discussion Board per instructions in Lesson 7 |
| 8      | This week we will clean up and wrap up the course. We will look at consequences of policy and punitivity as well as how perceptions can be shaped into public myths that people accept without understanding the truth. (Fake news?)  
**To Do:**  
Read the Instructional Narrative  
Examine the websites assigned in the Instructional Narrative  
Post on Discussion Board or Activity per instructions in Lesson 8  
**ENJOY YOUR BREAK AND THANK YOU FOR CONTRIBUTING TO THE CLASS!** |