**I. COURSE TITLE:** Introduction to Corrections

**COURSE NUMBER:** 1111 **CATALOG PREFIX:** CJUS

**II. PREREQUISITE(S): None**

**III. CREDIT HOURS: 2 LECTURE HOURS: 2**

**LABORATORY HOURS: (contact hours) OBSERVATION HOURS:**

**IV. COURSE DESCRIPTION:**

This course will examine the institutional and non-institutional aspects of contemporary corrections. Community corrections, probation, parole and other forms of intermediate sanctions and incarceration alternatives will be analyzed.  The operations of jails and prisons will be evaluated, focusing on safety, security, classification and programming.

**V. GRADING**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 - 59

**VI. ADOPTED TEXT(S):**

* *Corrections: Foundations for the Future*

Stinchcomb, Jeanne B. (2011). *Corrections: Foundations for the Future,* (2rd ed.). New York; Taylor and Francis Group.

Paper Bound: ISBN 13 978- 0-415-87333-8

**VII. COURSE OBJECTIVES:**

After completing this course, the student will:

* Examine the sources of ethics and the influence of values in the law enforcement profession.
* Understand the evolution of corrections as it pertains to institutional and non- institutional agencies.
* Evaluate the significance of intermediate sanctions and alternative sentencing.
* Explain the difference between probation and parole and define each role within the field of corrections.
* Discuss the primary practices of correctional facilities and measures taken to assist in rehabilitation.
* Analyze the effects of incarceration by discussing the prison subculture and the offender's transition back into society.

**VIII. COURSE METHODOLOGY:**

Lecture, discussion, journals, case studies, and other methodologies may be utilized as appropriate to the course objectives

**IX. COURSE OUTLINE:**

A. The Nature, Scope, and Function of Corrections

1. The Correctional Conglomerate

2. The Impact of Sentencing Policies on Corrections

3. The Development of Corrections

B. Correctional Services, Practices and Institutions

1. Community-based Alternatives

2. Jails, Pretrial Detention and Short-term Confinement

3. Prisons and Other Correctional Facilities

5. Dynamics of the Prison Population

C. Correctional Institution: Custody, Treatment, Confinement, and Release

1. Custodial Procedures

2. Treatment and Related Programs

3. The Effects of Institutional Life

4. Transition from Confinement to Community

D. Juvenile Corrections, Staff Concerns, Legal Issues, and the Future

1. Juvenile Corrections

2. Staff

3. Legal Issues and Liability

4. Current Trends and Future Issues

**Sample Course Outline\***

**Introduction to Law Enforcement**

Week 1 Class Introduction and course outline

Chapter 1: The Correctional Conglomerate

Week 2 Chapter 1: The Correctional Conglomerate

Chapter 2: The Impact of Sentencing Policies on Corrections

Week 3 Chapter 2: The Impact of Sentencing Policies on Corrections

Chapter 3: The Development of Corrections

Week 4 Chapter 3: The Development of Corrections

Test over Chapters 1, 2, & 3

Week 5 Chapter 4: Community-based Alternatives

Week 6 Chapter 5: Jail: Pretrial: Detention and Short-term Confinement

Chapter 6: Prisons and Other Correctional Facilities

Week 7 Chapter 7: Dynamics of the Prison Population

Test over Chapters 4, 5, 6 & 7

Week 8 Chapter 8: Custodial Procedure

Week 9 Chapter 9: Treatment and Related Programs

Chapter 10: The Effect of Institutional Life

Week 10 Chapter 11: Transition from Confinement to Community

Week 11 Test over Chapters 8, 9, 10, & 11.

Chapter 12: Juvenile Corrections

Week 12 Research Paper Due

Chapter 13: Staff- The Key Ingredient

Week 13 Chapter 14: Legal Issues and Liability

Week 14 Chapter 15: Current Trends and Future Issues

Week 15 Test on Chapters 12, 13, 14 & 15

Final Exam Review

Week 16 FINAL EXAM (Comprehensive)

\*Instructor reserves the right to organize work to meet the objectives of the course.

**X. OTHER REQUIRED TEXTS, SOFTWARE, AND MATERIALS:**

Papers written during this course of study must follow the guidelines set by the American Psychological Association. (<http://apastyle.apa.org/>)

Long Island University: (<http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm>)

Purdue Online Writing Lab: (<http://owl.english.purdue.edu/owl/resource/560/01/>)

Visit the Online Writing Lab (called OWL) whenever you have an APA question.

[APA Tutorial](http://www.apastyle.org/learn/%20) (<http://www.apastyle.org/learn/>) This tutorial teaches how to write using the APA format.

Optional Text:

*Publication manual of the American Psychological Association* (6th ed.). (2009). Washington, D.C.: American Psychological Association.

**XI. EVALUATION:**

There will be five 100-point examinations including a comprehensive final exam. All exams will contain material covered previously in the course/program. Students are expected to achieve a passing score of 70 on four of the exams. The exam with the lowest score will not be counted toward the final grade. MAKE UP EXAMS WILL NOT BE PROVIDED.

Measuring Tool Number Required Maximum Points

Exams 4 @ 100 points each 400

Research Paper 1 @ 100 points each 100

Class Participation 20

520

Grading Scale:

520 – 468 = A

467 – 415 = B

414 – 362 = C

361 – 309 = D

308 – 0 = F Must retake course

Class Assignment:

Each student will be responsible for a research paper consisting of 1,000 to 1,500 words of original narrative documentation in APA format. The paper shall be double-spaced with a font of 12 or less in size and margins of one inch from top and bottom of the paper and one inch from each side on an 8.5 by 11 inches white paper. The research paper shall include a cover page and reference page(s) with three or more references. The cover page and reference page(s) will not be counted toward the required number of words. Diagrams and charts may be used but will not be counted as words. Drawings and photographs should not be used. Late papers will receive half credit.

This assignment has two parts. The first part of the assignment requires you to conduct an interview with a person in the correctional field. In your interview, ask the officer to respond to the following questions: During a shift, what percentage of your time is devoted to each of these areas: preventive action, taking enforcement action, and responding to calls for service, e.g., taking and filing reports or other non-enforcement types of service? Are there things that you would like to change in order to improve the service you provide? Can you give some examples? Other questions should also be asked. For example, the department’s budget, organizational structure, hiring process, and or what section of the Ohio Revised Code or local ordinance authorizes the department’s existence.

The second part of the assignment requires you to write a paper that reports what you gathered from your interview; as well as your response to the following questions: Based on the officer’s responses, do you believe the officer’s time is being spent in the most effective manner possible to ensure public safety? Why? Or why not? Do you believe that the officer’s description of his daily activity is fulfilling the intended purposes of present day correction practices? Discus at least three factors that may influence the way the officer’s time is spent on shift. What changes would you recommend to improve the effectiveness of the officer’s activity? Explain your rationale.

Your first reference will be the individual you interviewed. Interviews are an intext citation. The other two or more references should be cited intext and on the works cited page. The other references can be, but are not limited to, the policy and procedure manual of the agency for which your interviewee works, your textbook, or government web sites.

This assignment requires you to write a 1,000 to 1,500-word narrative paper following APA style. Question and Answer format will not be accepted.

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| **Content and Development - 50 Points** |
| All key elements of the assignment are covered in a substantive way.  The body of the paper is at least 1,000 words in length  The paper, including the title page, reference page and citations of original works within the body of the paper follows APA formatting guidelines.  The paper is supported by three or more references. |
| **Mechanics - 25 Points** |
| Sentences are complete, clear, and concise.  Rules of grammar, usage, and punctuation are followed.  Spelling is correct.  Sentences are well constructed, with consistently strong, varied sentences.  Sentence transitions are present and maintain the flow of thought. |
| **Readability and Style - 25 Points** |
| The paper is laid out with effective use of headings, font styles, and white space.  The tone is appropriate to the content and assignment.  The content is comprehensive, accurate, and persuasive.  Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.  The conclusion is logical, flows from the body of the paper, and reviews the major points. |
| **Total - 100 Points** |

**Grading Rubric for Class Assignment**

**XII. SPECIFIC MANAGEMENT REQUIREMENTS:**

***Student Responsibilities:***

If enrolled in a face-face section:

To meet the objectives of the course, students must attend all scheduled classes. At the beginning of the semester, instructors will pass out a class schedule that lists all class meetings. If a student must miss a class due to extenuating circumstances, then the student is expected to call and inform the instructor by either talking with the instructor or leaving a message should the instructor not be available.

Students will be allowed two class absences. Unexcused absences in excess of two times will result in a drop of one letter grade from the final grade, i.e. the third absence would reduce a final grade of “A” to a “B.” Two instances of significant tardiness or leaving early will be considered to be equivalent to an absence for purposes of this calculation.

Specific login and activity requirements will be indicated in the initial instructions for any online sections.

Note: Work submitted in this class may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Other instructors may also see your work during the evaluation/feedback process. There is also a possibility that your papers may be submitted electronically to other entities to determine if the content is original and references are cited appropriately.

Need for assistance: If you have any condition or situation which will make it difficult for you to carry out the work as outlined, please notify the instructor as soon as possible. Students with disabilities may contact the Disabilities Service Office, Central Campus at 800-628-7722 or 937-393-3431.

***Instructor’s Responsibilities:***

The instructor will enhance and expand the meaning and application of the subject matter covered throughout the course. At the beginning of each quarter, the instructor will distribute syllabi listing all class sessions and course requirements. The instructor will facilitate class discussion and be available to students who need additional educational assistance

***Academic Dishonesty/Plagiarism:***

In the learning environment, a professional attitude begins in the classroom. For that reason, students and faculty will not tolerate or commit any form of academic dishonesty.

Any form of deception in the completion of assigned work is considered a form of academic dishonesty. This includes, but is not limited to:

* Copying work from any source.
* Assisting, or allowing another to assist you, to commit academic dishonesty.
* Any attempt to share answers whether during a test or in the submission of an assignment.
* Any attempt to claim work, data or creative efforts of another as your own.
* Resubmitting graded assignments for use in multiple classes (recycling your work).
* Knowingly providing false information about your academic performance to the college.
* To avoid plagiarism, do not "copy and paste" into assignments without using quotation marks and citing, in APA format, the source of the material.

***Plagiarism***

Papers that you write in your program of study must follow the guidelines set by the American Psychological Association (APA). Using another’s intellectual creation without permission or without giving appropriate credit is the academic equivalent of theft.

***Consequences of Academic Dishonesty/Plagiarism***

All violations of academic policy are documented and made a part of the student's academic record. When academic dishonesty is confirmed, the student will immediately be notified of the incident, which may result in one or more of the actions listed below:

* Reduction in grade on the assignment on which the violation occurred
* No credit on the assignment, paper, test, or exam on which the violation occurred
* A failing grade for the course
* Suspension or dismissal from the college

**XIII. OTHER INFORMATION:**

**FERPA:** Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**DISABILITIES:** Students with disabilities may contact the Disabilities Service Office, Central Campus, at 800-628-7722 or 937-393-3431.