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| [https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQl3NUT2T_kNAjpiRSUX7m-3wn8vYglost0iXsvJXKBUXcJVOTW](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&docid=JeDfrWRV7AlzEM&tbnid=IXwC_NvBJFzdHM:&ved=0CAUQjRw&url=https://www.tribunezamaneh.com/archives/category/all-added-posts/%D8%A7%D8%AC%D8%AA%D9%85%D8%A7%D8%B9%DB%8C&ei=imPqU4DLNIn2yQTC5oCwAw&bvm=bv.72676100,d.aWw&psig=AFQjCNHp-F-vKTTWoOcj6Rk0DX1HD_m2bw&ust=1407956126790899) | Marshall University  *Criminal Justice & Criminology*  SPRING 2015  **CJ 231: Introduction to Corrections** | http://login.cengage.com/ssoinstructor/imageservlet?productISBN=9781133933656 |

CJ 231: *Introduction to Corrections* Spring 2015 3.0

Course Number & Title Semester/Year Credits

Dr. Gordon A. Crews Phone: 304.696.3083 (*Voice Mail*) Office: Smith Hall 734

## *Professor* Email: [crewsg@marshall.edu](mailto:crewsg@marshall.edu)

**Class Hours, Days, & Room:** T/Th 12:30 to 1:45pm Smith Hall 416

**Office Hours & Days:**  Tuesday and Thursday 10:00 to 11:00am & Wednesday 10:00 to 2:00pm

**REQUIRED TEXT**: Siegel, L., & Bartollas, C. (2013). *Corrections Today* (2nd Ed.). Independence, KY: Cengage.

**COURSE DESCRIPTION**: Basic course in the American correctional system; study of the history of corrections, philosophy of punishment and correction, correctional institutions, programs, and services, and contemporary issues and problems.

**Course Objectives:** Upon completion of this course, the successful student will be able to:

**COURSE LEARNING OBJECTIVES MATRIX**

|  |  |  |
| --- | --- | --- |
| **Course Objectives** | **How *Practiced* in this Course** | **How *Assessed* in this Course** |
| 1. Students will critically *analyze* and *evaluate* the historical development and evolution of contemporary correctional policies and processes in the U.S. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the political ideology and prevailing social, legal, and ethical values impact corrections in the U.S. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the basic elements of correctional trends including retribution, deterrence, rehabilitation, incapacitation and restoration. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the correctional practices in the United States. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will discuss philosophies of punishment, sentencing practices, victim’s rights and institutional limitations. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the social, political, economic, and cultural factors that influence the development of criminological theory and its application to criminal behaviors. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the ethical issues in criminal justice, and how to use ethical reasoning to formulate decisions and promote positive organizational and professional trust. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |

**GRADING SCALE: A** = 90 – 100 **B** = 80 – 89 **C** = 70 – 79 **D** = 60 – 69 **F** = 59 and below

EVALUATION OF LEARNER OBJECTIVES/COURSE REQUIREMENTS (Grades will be based on the following requirements):

|  |  |  |  |
| --- | --- | --- | --- |
| **Score Sheet** | | | |
| **Requirement** | **Points** | **Your Score** | **Due Date** |
| Mid Term | 300 |  | **March 5, 2015** |
| Student Power Point Lecture | 400 |  | **Starting April 2, 2015** |
| Final Exam | 300 |  | **May 5, 2015 @ 12:45-2:45pm** |
| **Total Possible Points** | **100.0** |  |  |

* **MID TERM (300 points):** A Mid Term will be given during regular class time on **March 5, 2015**. This exam will consist of questions developed from lectures given and reading assigned from the first day of class through the Mid Term (generally short essays). A review session will be given during regular class time on **March 3, 2015**.
* **STUDENT POWERPOINT LECTURE (400 points):** Starting **April 2, 2015.** Student Lectures will occur on various assigned topics. Each student will give a 15 minute "lecture" on different topics (topics will all be randomly selected on the first day of class!). Students are required to develop this presentation into a PowerPoint presentation and submit a one page document pointing out the highlights of their discussion to be given to all other students for review material AT THE TIME OF THEIR PRESENTATION **[SEE ATTACHED FOR MORE INFORMATION]. *All student names will be thrown into a hat and drawn at random ~ if you are not in the room and ready to present AND have your one page outline for the rest of the class, you will receive a zero, if only presentation and no hand out, 100 pts. will be automatically deducted from your final presentation score.***
* **FINAL (300 points):** A final will be given on date given above. This exam will consist of questions developed from lectures and student lectures given since the Mid Term. This exam is not expected to be cumulative unless a student did not take the Mid Term exam.

**COURSE OUTLINE**: The below outline is subject to change to meet the needs of the class.

|  |
| --- |
| **Course Schedule for Spring 2015** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Day** | **Date** | **Lecture Activity** | | **Assigned Readings** | | |
| **T** | **January 13** | **Introduction to Course/Overview of Syllabus/Assignment of Topics** | |  | | |
| **TR** | **January 15** | **The Correctional System** | | **Chapter 1:**  **The Correctional System** | | |
|  |  |  | |  | | |
| **T** | **January 27** | **Sentencing and the Correctional Process** | | **Chapter 2: Sentencing and the Correctional Process** | | |
| **TR** | **January 29** | **Community Corrections: Diversion and Probation** | | **Chapter 3: Community Corrections: Diversion and Probation** | | |
|  |  |  | |  | | |
| **T** | **February 3** | **Intermediate Sanctions** | | **Chapter 4: Intermediate Sanctions** | | |
| **TR** | **February 5** | **The Jail: Detention and Short-Term Confinement** | | **Chapter 5: The Jail: Detention and Short-Term Confinement** | | |
|  |  |  | |  | | |
| **T** | **February 10** | **Correctional Institutions** | | **Chapter 6: Correctional Institutions** | | |
| **TR** | **February 12** | **Correctional Institutions** | | **Chapter 6: Correctional Institutions** | | |
|  |  |  | |  | | |
| **T** | **February 17** | **Correctional Institutions** | | **Chapter 6: Correctional Institutions** | | |
| **TR** | **February 19** | **The Prison Experience: Males** | | **Chapter 7: The Prison Experience: Males** | | |
|  |  |  | |  | | |
| **T** | **February 24** | **The Prison Experience: Females** | | **Chapter 8: The Prison Experience: Females** | | |
| **TR** | **February 26** | **Prisoners’ Rights** | | **Chapter 9: Prisoners’ Rights** | | |
|  |  |  | |  | | |
| **T** | **March 3** | **Review for Mid Term** | |  | | |
| **TR** | **March 5** | **Mid Term** | | **Everything covered and read in the course to this point! (D/F Grades due 10/20/14)** | | |
|  |  |  | |  | | |
| **T** | **March 10** | **Correctional Programs and Services** | | **Chapter 10: Correctional Programs and Services** | | |
| **TR** | **March 12** | **Parole and Release to the Community** | | **Chapter 11: Parole and Release to the Community** | | |
|  |  |  | |  | | |
| **T** | **March 17** | **Special Prison Populations** | | **Chapter 12: Special Prison Populations** | | |
| **TR** | **March 19** | **Capital Punishment and the Death Row Inmate** | | **Chapter 13: Capital Punishment and the Death Row Inmate** | | |
|  |  |  | |  | | |
| **T** | **March 24** | **The Juvenile Offender** | | **Chapter 14: The Juvenile Offender** | | |
| **TR** | **March 26** | **Today’s Correctional Professional: Characteristics, Challenges, and Opportunities** | | **Chapter 15: Today’s Correctional Professional: Characteristics, Challenges, and Opportunities** | | |
|  |  |  | |  | | |
| **T** | **March 31** | **Today’s Correctional Professional: Characteristics, Challenges, and Opportunities** | | **Chapter 15: Today’s Correctional Professional: Characteristics, Challenges, and Opportunities** | | |
| **TR** | **April 2** | **Student Presentations** | | ***Remaining student names will be thrown into a hat and drawn at random ~ if you are not in the room and ready to present AND have your one page outline for the rest of the class, you will receive a zero, if only presentation and no hand out, 100 pts. will be automatically deducted from your final presentation score*** | | |
|  |  |  | |  | | |
| **T** | **April 7** | **Student Presentations** | | ***Remaining student names will be thrown into a hat and drawn at random ~ if you are not in the room and ready to present AND have your one page outline for the rest of the class, you will receive a zero, if only presentation and no hand out, 100 pts. will be automatically deducted from your final presentation score*** | | |
| **TR** | **April 9** | **Student Presentations** | | ***Remaining student names will be thrown into a hat and drawn at random ~ if you are not in the room and ready to present AND have your one page outline for the rest of the class, you will receive a zero, if only presentation and no hand out, 100 pts. will be automatically deducted from your final presentation score*** | | |
|  |  |  | |  | | |
| **T** | **April 14** | **Student Presentations** | | ***Remaining student names will be thrown into a hat and drawn at random ~ if you are not in the room and ready to present AND have your one page outline for the rest of the class, you will receive a zero, if only presentation and no hand out, 100 pts. will be automatically deducted from your final presentation score*** | | |
| **TR** | **April 16** | **Student Presentations** | | ***Remaining student names will be thrown into a hat and drawn at random ~ if you are not in the room and ready to present AND have your one page outline for the rest of the class, you will receive a zero, if only presentation and no hand out, 100 pts. will be automatically deducted from your final presentation score*** | | |
|  |  |  | |  | | |
| **T** | **April 21** | **Student Presentations** | | ***Remaining student names will be thrown into a hat and drawn at random ~ if you are not in the room and ready to present AND have your one page outline for the rest of the class, you will receive a zero, if only presentation and no hand out, 100 pts. will be automatically deducted from your final presentation score*** | | |
| **TR** | **April 23** | **Student Presentations** | | ***Remaining student names will be thrown into a hat and drawn at random ~ if you are not in the room and ready to present AND have your one page outline for the rest of the class, you will receive a zero, if only presentation and no hand out, 100 pts. will be automatically deducted from your final presentation score*** | | |
|  |  |  | |  | | |
| **T** | **April 28** | **Student Presentations** | | ***Remaining student names will be thrown into a hat and drawn at random ~ if you are not in the room and ready to present AND have your one page outline for the rest of the class, you will receive a zero, if only presentation and no hand out, 100 pts. will be automatically deducted from your final presentation score*** | | |
| **TR** | **April 30** | **Review for Final Exam** | | **All Assigned Readings/ All Class Lectures since Mid Term *\*unless cumulative, then ALL!!!!*** | | |
|  |  |  | |  | | |
| **Final Exam: May 5, 2015 at 12:45-2:45pm** | | | | | | |
|  | | |  | |  |  |



**Crews’ Nine Academic Rules of the Earth**

**These will be discussed in detail the first day of class and enforced from then on!**

**Whether you are in the classroom the first day when these are covered, you are bound by these no matter what!!!!**

1. **Classroom Conduct:**

* As a general rule, I, 1) show up for class, 2) arrive on time, 3) am semi-prepared, 4) sober/conscious, 5) stay off my cell phone, 6) am interested in the topic of the day, and 7) STAY THE ENTIRE TIME ~ **I expect the same of you!!!!**
* All cell phones must be turned off and put away (out of view) at the commencement of class, with the exception of emergency service personnel. Cell phones are disruptive not only to me, but your fellow students, so please be courteous. You will receive only one warning if your cell phone goes off in class, or if I catch you playing with it during class and you will be asked to leave the classroom.
* You may NOT eat during class. This means food of any kind (chips, sandwiches, candy, etc.). However, drinks are permitted (non-alcoholic of course). Also, you should not be working on anything not related to this class once class commences (this includes reading, copying other’s notes, knitting, playing games on your cell phone, etc.).
* Do NOT leave the classroom once class has started, unless it is an absolute emergency or you have notified me before class that you will be leaving. You should use the restroom, get a drink of water, and make a phone call, etc. before class starts.
* Do NOT bring weapons into the class. If you are a law enforcement officer and required to be armed, please let me know.
* You are not allowed to smoke within the building, and I will not permit smokeless tobacco in my classroom.

1. **Attendance and Student Participation:**

* While I do not require much when it comes to an attendance policy, **I do not offer much either**. This is to say that I generally do not take roll except on days where an exam, presentation, or in class writing assignment occurs. And, on these days, **NOTHING CAN BE MADE UP** (without proper documentation as stated in Make-up policy). Also, I do NOT give out my lecture notes to anyone for any reason, nor do I allow any make ups for course requirements missed without proper documentation.
* Don’t hesitate to ask questions, the dumbest question is the one not asked! If you ask a question I can’t answer, I’ll find out the answer and get back to you. Please remember that as a teacher, I am merely your guide through the field, I am not the field itself! (Although, my wife would say I think I AM!).
* During discussions please respect different viewpoints; there is always more than one side. Treat others’ views as you would want your own to be treated, with an open mind. Personal attacks on others will not be tolerated!
* I like to run my classes as an open forum where we can all learn from each other, so I encourage **intelligent** discussions, questions, and comments, but at the same time we have to remember that we are at a university setting and must act accordingly.

1. **Professor and Student Responsibilities:**

* I realize that every now and then, unexpected and difficult situations arise. However, when you enrolled in this class, you made a commitment to me, to yourself, and to your fellow classmates. I expect you to fulfill that commitment to the best of your ability. If you are unable to fulfill my expectation, I am really not interested in your reasons. That does not mean that I am cold and heartless, just that I have established standards for my classes that I know work from many years of experience.
* Experience has shown that it is impossible for students who miss class to pass this course. However, the reverse is also true. Those students who do not miss class and who submit work on time generally score quite high. This course is one that builds from meeting to meeting and one concept to another and requires that previously covered material be understood before one can reasonably expect to move to the next.Attendance is therefore expected.  Attendance will be taken at various points during the term.  Students who are not present when attendance is taken will not be credited with attending class on that day.

1. **Make up Policy:**

* **There will be no excused absences on exam days, presentation days, and/or in class writing assignment days, and no assignments can be made up!** Any paper/project/in class work not turned in/completed on the date and time specified in the syllabus will receive a zero. Only documented medical emergencies will be considered as reasonable excuses for allowing a paper/project to be turned in late, an exam made up, or a presentation delayed, all others will be given a zero. Due dates are set in the course schedule for turning in projects and for giving presentations ~ due to the nature of these requirements, they cannot be made up. If you miss any of the assignments in this class, you are to go have your excuse evaluated by the Dean of Students, only excuses accepted by the university and mandated upon me will be accepted. **THIS MUST OCCUR WITH IN 48 HOURS OF THE MISSING OF THE ASSIGNMENT (UNLESS A LENGTHY MEDICAL STAY IS REQUIRED DUE TO AN EMERGENCY). IF I AM NOT GIVEN SAID NOTICE FROM THE UNVERSITY WITHIN 48 HOURS OF YOUR MISSING OF AN ASSIGNMENT, THE ZERO YOU HAVE BEEN GIVEN WILL REMAIN. (You can then file a grade appeal and we will have others review my decision and actions at that point).**

1. **Extra Credit:**

* At various points during the semester the instructor **MAY** offer opportunities for students to gain extra credit points. These are generally onetime events which reward students who take advantage of opportunities to attend out of class presentations or complete assignments in class. These can NEVER be made up; there is ample opportunity in this class for each student to obtain more than enough points to achieve an “A” ~ therefore, opportunities are a PRIVILAGE not a RIGHT and at the instructor’s discretion.

1. **Office Hours:**

* I encourage all my students to make use of my office hours, they are there for you. If you can’t make it at the scheduled times, let me know and we can arrange to meet at another time. However, this invitation is only for those students who come to class on a regular basis and put forth a genuine effort to learn. Also, please keep in mind that I have a life too (albeit, dark and demented), and while my office hours are mandatory, my other time is not, so my flexibility can only extend so far.

1. **Course Materials:**

* A syllabus with a detailed schedule is provided for each course, the instructor will do their utmost to follow the syllabus and it is expected that the student will as well. All due dates are listed and will be enforced (do not ask for them to be altered for any reason). Most lectures will be on PowerPoint. These presentations will generally occur one time in the course while the material is being discussed in class. I may post online lecture shells for you to use.)

1. **Cheating, Plagiarism, and General Academic Dishonesty:**

* Don’t cheat or plagiarize! Academic dishonesty is something I take very seriously and will not tolerate. Anyone caught cheating or plagiarizing will automatically receive a failing grade for the course and will be referred to the dean for appropriate disciplinary action. Plagiarism from the internet has become a very serious problem and professors now have access to various software programs to identify this behavior, so at this point in your academic career, don’t risk it!

1. **University Policies/Instructor Prerogative:**

* **University ADA Statement**: The American with Disabilities Act has established a robust set of Federal Regulations that ensure employees and students receive fair and reasonable accommodations as they work and study. It has been my experience that students with disabilities exert considerable effort to achieve their educational goals. Moreover, I have found the accommodations to represent efforts in good pedagogy rather than special treatment for the student. As such, I hope each of you will work collaboratively with the Office of Disabled Student Services as the need arises.
* Any items or events not covered in this syllabus will be handled according to established university policies and/or instructor’s prerogative.



TO: All Enrolled Students

FROM: Gordon A. Crews, Ph.D.

DATE: Always

**RE: Addendum to Make-Up Policy**

Due to the number of students who are taking advantage of my current make-up policy (however you want to define “taking advantage of”), I feel that I need to add an addendum to it to explain how it will be applied as of this date. This is no way alters our syllabus nor changes anything which will impact a students’ potential success in this course. It is simply a *clarification*.

I thought that by requiring students to gain an actual *university excused absence* from the *Student Affairs Office* would cut down on the number of class misses and alleviate me from having to decide whether one student’s excuse for missing a class was sufficient while another’s was not sufficient. Well, apparently, that is not fool proof either in that, sadly, it appears to be very easy to obtain such an excuse. Moreover, when a student is able to obtain said excuse I am required to allow them to make up any missed “assignments” (*i.e.*, any gradable activity for which they would have received course credit).

My decision to give “pop quizzes” this term has become nightmare in trying to handle these “required make ups”. In trying to be fair to those who come to class every day, take notes, and take the pop quizzes, I have decided the following. It goes without saying that those who are allowed to “make up” these pop quizzes have the opportunity to study and prepare for these more than the rest. It gives them an unfair advantage in that, inevitably, someone will tell them the questions that were on the quiz they missed. This something that I guess I just cannot prevent and I apologize to those who do not receive the same benefit.

The following is the current make up policy as stated in our course syllabus:

1. **Make up Policy:**

* **There will be no excused absences on exam days, presentation days, and/or in class writing assignment days, and no assignments can be made up!** Any paper/project/in class work not turned in/completed on the date and time specified in the syllabus will receive a zero. Only documented medical emergencies will be considered as reasonable excuses for allowing a paper/project to be turned in late, an exam made up, or a presentation delayed, all others will be given a zero. Due dates are set in the course schedule for turning in projects and for giving presentations ~ due to the nature of these requirements, they cannot be made up. If you miss any of the assignments in this class, you are to go have your excuse evaluated by the Dean of Students, only excuses accepted by the university and mandated upon me will be accepted. **THIS MUST OCCUR WITH IN 48 HOURS OF THE MISSING OF THE ASSIGNMENT (UNLESS A LENGTHY MEDICAL STAY IS REQUIRED DUE TO AN EMERGENCY). IF I AM NOT GIVEN SAID NOTICE FROM THE UNVERSITY WITHIN 48 HOURS OF YOUR MISSING OF AN ASSIGNMENT, THE ZERO YOU HAVE BEEN GIVEN WILL REMAIN. (You can then file a grade appeal and we will have others review my decision and actions at that point).**

As stated above and required by university policy, if I receive a *University Excused Absence* for a student for a particular date(s) I am required to allow them to “make up any gradable activity for which they would have received course credit” which occurred on that date(s). Lecture notes, videos, class discussions, and handouts are NOT gradable activities for which a student would receive course credit. Therefore they will NOT be given out nor repeated for anyone (unless significant documented medical issues exist which will be handled by me and the university anyway). What IS a gradable activity for which a student would receive course credit is a POP QUIZ (or our upcoming midterm and final). Therefore, I am required to allow a student to make up a pop quiz (but I still have the right to determine how and when).

How does this apply to us? Well, here is an example:

CJ XXX meets on Tuesdays and Thursdays at XX:XX am until XX:XXpm

February 12: Lecture Given

February 14: Video Shown

February 19: Pop Quiz Given based on material covered on February 12 & 14

Student has a *University Excused Absence* for February 12 and 14, and then comes to class on February 19. They will be required to take that pop quiz on February 19 in that their excuse does not cover that date. Lectures and videos are not “gradable assignments”, the pop quiz *is*. Generally this does not happen in that seldom does a pop quiz cover material from a class meeting immediately preceding it (generally based on earlier material), but it *could*.

Now let’s say the student has a *University Excused Absence* for February 19. I then am required to allow them to make up that gradable assignment (no matter what previous material they may or may not have been present for in class).

The question becomes when and how am I going to give the make ups. Setting outside appointments is too tedious and puts an undeserved burden on myself and my graduate assistant. Giving them in class the next class meeting will require the student to miss current notes (or use existing notes to cheat) and is not going to work either. **Therefore, I have decided that make ups will be given the next time a pop quiz is given in a particular class.** That is, when I receive a university excuse for a student I will save them a copy of the quiz to be given to them in class when we take the next pop quiz (that may be the next class period or a week later). Therefore, if you have a make-up quiz, you will be taking two the next time I give one (the make-up pop quiz and the one for that day).

In considering all factors, I think this is the best way to handle these for all concerned. I would like to remind all that it is your choice to be involved in the military, athletics, student activities, etc.; therefore you have to make sacrifices. While you are generally guaranteed an excused absence for these things, it is still your choice as to whether to take advantage go that or not. I do not wish to sound harsh or uncaring in this note to all students, but I have a job to do for all students as well. I also hate to sound “old school”, but when I was in college one did not “double dip” too much ~ either you were in a full time job or not, either you were in the military or not, either you were in athletics or not. Either way, you put school first and came to class and did not expect (nor receive) and special treatment.

I hope all accept this in the spirit in which it is given. If there are any further questions please ask them in class so that all can hear the same response from me if clarification is needed for all.

**Tips for E-mailing Your Professor**

***Portions Borrowed From:* www.cerritos.edu/ifalcon**

On the first day of class, many professors will tell you their preferred method of communication outside of class is e-mail. The ability to communicate your ideas and questions effectively through e-mail is a valuable skill to develop. I expect all of my students to use the following guidelines when contacting me or any of their professors, by e-mail. Using these ten tips also will help prepare you for future employment.

1. ***Address yourself well.*** Try to write from your academic account (.edu). You are in college now, so drop the crazy e-mail names. Your professor shouldn’t be receiving e-mail from stud\_muffin@yahoo.com or hotbabe2013@gmail.com. A simple address at a site like Gmail or Yahoo that is composed of a variation on your full name is a good way to present yourself, especially with future employers. However, no grade information will be discussed through any non-academic e-mail account.
2. ***Check your class resources first.*** Before sending your e-mail, be sure you don’t already have the information you need. Did you check your ***syllabus***? You might already have what you need; if you do, asking for it again will make you seem lazy or unfocused.
3. ***Use the subject line.*** The subject line of the e-mail should be informative. Most professors receive a lot of e-mail and are looking to delete spam as quickly as possible. ***Do not leave the subject line blank***. If you have nothing in the subject line, your e-mail may be tossed out with the other trash or automatically filtered as spam. The best subject lines will, in a few words, state the purpose of your message. Also, it is best to include the course number in the subject (e.g., “Question about Essay #3 for ENG 101” or “Need to meet during office hours for CJ 200.”).
4. ***Greet the professor politely by name and title***. “Dear Professor Jackson” is probably too formal. Try “Hello Professor Jackson” or “Hi Dr. Jackson.” Never greet your professor with “Hey,” and avoid using the last name without a title. “Hey Jackson” is ***not*** a good way to start, and never address your professor by his or her first name unless you have been explicitly invited to do so.
5. ***Briefly and politely explain why you are e-mailing***. Think about your audience. ***What does your professor need to know to respond to your question or concern?*** Be sure you are asking a question. “I don’t get it” is a statement, not a question, and it isn’t clear or specific. Also, don’t ask your professor to review an entire lecture. If you have a more involved question, you should make arrangements to speak with your professor in person.
6. ***Choose a professional tone and style.*** Remember this is a ***professional correspondence***, not a text message to a friend. You need to correctly spell out all of the words. Avoid text lingo like “lol,” “r, ”or “u.” Your writing should be grammatically correct and well structured—so ***proofread*** your e-mail before you send it out. Avoid emoticons, exclamation points, and fancy stationary. It’s cheesy and unprofessional. Plus, your professors will be judging you from day one, so you want to make the best impression you can.
7. ***Allow time for a response.*** Your professor is not sitting by the computer, eagerly awaiting your e-mail. During the week, you should wait *at least* 24 hours for a response, often longer. If you e-mail over the weekend, you may not get a response until Monday. If you have not heard anything within five days, you can resend your message. The rule here is to ***not procrastinate*** and expect an instant response prior to a due date or deadline.
8. ***Do not use e-mail to vent, rant, or whine.*** You may very well be frustrated about a situation, but ***e-mail is not the place to deal with it***. If you find yourself writing an angry e-mail, don’t send it. Remember that what you write and send becomes public, and you never know who will end up reading it. A better option will be to speak with your professor ***in person***. If you need to write about a sensitive issue, it is a good idea to have someone else read over the e-mail before you send it.
9. ***Don’t be insulting, or worse, clueless.*** If you have missed class, do not send your professor an e-mail asking if you missed anything. Of course you missed things, and if you miss class too often, this behavior will impact your grade. If you must miss class, make arrangements to get together with a classmate to catch up.
10. ***Who are you?*** Be sure to ***sign your e-mail***. Use your first and last name, and if you are already enrolled in the professor’s class, include the name and time of the class below your name. This also will eliminate the need for self-identification at beginning of the mail (i.e., "I am a student in your such-and-such class").

[](https://www.google.com/imgres?imgurl&imgrefurl=http://www.legaljuice.com/category/here-comes-the-judge/page/6&h=0&w=0&tbnid=yVViDySRcqb8bM&zoom=1&tbnh=182&tbnw=277&docid=7Uxqw3B05JsSYM&hl=en&tbm=isch&ei=jonrU4bWOsunyASclIHwBQ&ved=0CAgQsCUoAg)**Student PowerPoint Lecture (400 Points)**

***All student names will be thrown into a hat and drawn at random ~ if you are not in the room and ready to present AND have your one page outline for the rest of the class, you will receive a zero, if only presentation and no hand out, 100 pts will be automatically deducted from your final presentation score!!!! PLAN ON BRINGING 41 COPIES ~ NO LATE HANDOUTS WILL BE ACCEPTED…. IF ONE PERSON DOES NOT HAVE A COPY, YOU RECEIVE A ZERO***

Students are expected to give a 15 minute “Lecture/Presentation” (an overview of their assigned topic) in ANY FASHION they wish, ***but*** it must consist of the following at a minimum:

**MAKE IT INTERESTING, THE SKY IS THE LIMIT, BUT DO NOT GET ME FIRED OR PUT IN JAIL!**

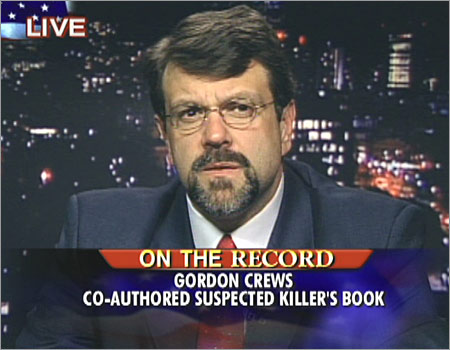
* Starting **April 2, 2015**, Student Lectures will occur on various assigned topics. Each student will give a 15 minute "lecture" on different topics (topics will all be randomly selected on the first day of class!). Students are required to develop this presentation into a PowerPoint presentation and submit a one page document pointing out the highlights of their discussion to be given to all other students for review material **AT THE TIME OF THEIR PERSENTATION**, if not, 100 points will automatically be taken from possible points for this presentation.
* 15 minute timeframe for you to use, but add another 5 minutes for class discussion!
* Use PowerPoint and include visuals (I will help you make anything you need!)
* Think outside the box, do not be boring! /Do not just hit basics, go beyond!
* DO NOT READ ANYTHING TO CLASS, well, *a little bit maybe*!
* Hit your topic from a myriad of angles and sources!
* **The last page of your presentation should be a list of all sources used with complete APA reference!**
* \*\*\* Extra credit WILL be given to those who go above or beyond the call of duty!
* SIDE NOTE, I want to see questions and participation from the "audience"!

**Students not showing up for their presentation on the assigned date will receive a zero (0) for this assignment (see make-up policy). If the assigned date is not possible for any student, the student must find another person to change dates with and Dr. Crews must be notified immediately of any changes. MORE INFORMATION ON THESE WILL BE GIVEN IN CLASS!!!!**

# **List of Possible Topics**

**Correctional issues relating to ….**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | | |
| Prison Violence & Riots | Stephen C. Stanko | The Death Penalty | Reentry Issues | Community Corrections |
| Probation | Parole | History Of Corrections | Use Of Corporal Punishment | Inmate Rights |
| Work Release Programs | American Correctional Association | The Jail: Detention And Short-Term Confinement | The Prison Experience: Males | The Prison Experience: Females |
| Today’s Correctional Professional: Characteristics, Challenges, And Opportunities | Intermediate Sanctions | Prisoners’ Rights | Correctional Programs And Services | Special Prison Populations |
| The Juvenile Offender | Anger Management Programs | Bail Bondsman | Cognitive Thinking Skills Program (CTSP) | Community Service |
| Beccaria, Cesare Bonesana | Concurrent Sentences/  Consecutive Sentences | Conjugal Visits | Contraband | Community Treatment |
| Bentham, Jeremy | Correctional Counselor | *Corrections Corporation of America* | Courtyard Style Design | Criminal Forfeiture |
| Boot Camp | Crofton, Walter | Cruel And Unusual Punishment | Day Reporting Center (DRC) | Deathwatch |
| Deprivation Model/Importation Model | Electronic Monitoring (EM) | Family Detention Centers | Federal Sentencing Guidelines | Financial Restitution |
| First Amendment And Prisoners | Fine/Forfeiture | *Furman V. Georgia* And *Gregg V. Georgia* | Grievance Process | Group Homes |
| *Habeas Corpus* | Appeals Process | Post-Conviction Relief | Male Vs Female Correctional Officers | Correctional Officer Injuries And Death |
| Behavior Modification | Campus Style Design | Clemmer, Donald | Code Of Hammurabi | Wild Card! Anything You Want! |
|  | | | | |

** Brief Faculty Member Biographical Sketch**

**Dr. Gordon A. Crews** is a *Professor of Criminal Justice & Criminology* in the Department of Integrated Science and Technology at *Marshall University* (WV). Dr. Crews began his teaching career in 1990 as department head of the Criminal Justice & Paralegal program at *Sumter Area Technical College* (SC) at twenty five years old while still in graduate school working towards his Master of Criminal Justice Degree. He would complete his first seven years of teaching at the community college level by then moving to *Midlands Technical College* (SC). Since 1997, Dr. Crews has served as a faculty member and/or academic administrator at the *University of South Carolina Beaufort* (SC), *Valdosta State University* (GA), *Jacksonville State University* (AL), *Roger Williams University* (RI), *Cameron University* (OK), and *Washburn University* (KS).

In addition to over 23 years of post-secondary education experience, Dr. Crews has conducted POST certified training in South Carolina, Georgia and Alabama in the areas of proper police practice. He has also worked with the *Turkish National Police* and *Ghana National Police* on community policing initiatives. Most recently he has begun communication with the *Japan National Police Academy* on a comparison of police practices between Japan and the United States.

He earned a Ph.D. in Education/Criminal Justice, a Graduate Certificate in Alcohol & Drug Studies, a Bachelor of Science in Criminal Justice, and Masters of Criminal Justice, from the *University of South Carolina* (SC). He served as Executive Counselor for the Juvenile Justice Section of the *Academy of Criminal Justice Sciences* and as former President and member of the Board of Directors for the *Southern Criminal Justice Association*. In 2008 he was appointed for a three year term as the Executive Director of the Secretariat for this same organization. In 2010 he had the honor of being appointed the first President of the charter *Phi Kappa Phi* National Honor Society Chapter at *Marshall University* (WV). Prior to teaching, Dr. Crews worked in law enforcement (in South Carolina at *Richland Country Sheriff’s Department* and *University of South Carolina Police Department* and in Georgia at *Floyd Country Sheriff’s Department*/*Mount Berry College Police Department*) as a bloodhound/narcotics k-9 officer & trainer, field-training officer, and criminal investigator (*crimes against persons/sexual assault*); in corrections as a training and accreditation manager; and in insurance fraud as a private licensed investigator.

His publications include refereed journal articles dealing with juvenile and school violence, Occult/Satanic involvement and youth, and various law enforcement and correctional issues. His books include *Faces of Violence in America* (1996), published by Simon & Schuster; *The Evolution of School Disturbance in America: Colonial Times to Modern Day* (1997), published by Praeger; *A History of Correctional Violence: An Examination of Reported Causes of Riots and Disturbances* (1998), published by the American Correctional Association; *Chasing Shadows: Confronting Juvenile Violence in America* (2001), published by Prentice Hall; *Living in Prison: A History of the Correctional System with an Insider’s View* (2004), published by Greenwood Publishers; and, his most recent book is entitled, *In the Margins: Special Populations and American Justice* (2008), published by Prentice Hall.

Dr. Crews has myriad current research interests/efforts in the areas of violence and resulting societal reactions. A primary project as of late 2012 is the interviewing and surveying of 78 incarcerated school violence (K-12) offenders across the United States. A secondary effort is in working on a new book with a convicted murderer on death row in South Carolina dealing with the realities of living in prison and being incarcerated in the United States. A third, and ongoing, focus is on an international comparison of police and societal response to individuals involved in alternative belief practices (e.g., Satanism, Wicca, Goth, etc.). Through these efforts, he currently has three manuscripts in process, *School Shooters Speak: Incidents, Perpetrators, and Findings* (Carolina Academic Press), *Juvenile Delinquency and Violence: Examining International Police and Societal Response* (CRC Press), and *The Complete Idiot’s Guide to Living and Dying in Prison* (Alpha Books).

Since 2000, he has conducted extensive field research in these areas across the United States, United Kingdom, Middle East, Netherlands, Central Europe, Scandinavia, Turkey, Ghana, Central and Eastern Europe (Greece, Macedonia, Bulgaria, Romania, Hungry, Slovakia, Austria, Czech Republic, Slovenia, Serbia, and Croatia). His most recent research was conducted in Brazil (2010), Japan (2011), and in the United Kingdom and the Republic of Ireland (2012).

Perhaps his most relevant experience which speaks to his ability as an effective expert witness in policing and correctional matters is his role as a lead police/correctional expert in a grant-funded review of police and correctional training curricula (state, county, and municipal) from more than 60 academies across the United States. This 3 year project involved evaluating all academy curricula and noting what courses were offered, their length and content, and other characteristics of the curricula, instructors, and academies. This work resulted in a complex statistical evaluation and recommendations to improve curricula and make training more effective. The results of this work have been presented at various regional and national conferences and are being developed into manuscripts for publication review in respected criminal justice journals.

Dr. Crews has also appeared as a consultant on national and international programming such as *CNN, MSNBC, Good Morning America, Anderson Cooper 360◦, The Abrams Report, Nancy Grace, Gloria Van Susteren, Ghana, African National Television,* and *Due Diligence on Voice of Russia Radio Network.*

**Presentation Grading Rubric**

**Spring 2015**

**CJ 231: Introduction to Corrections**

**Name(s):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Criteria for grading:**

1. **Quality of Analysis (50): 0 10 20 45 50 75**

*(Does the presenter(s) accurately examine the topic and logically structure the parts of the presentation?)*

1. **Intellectually stimulating (50): 0 10 20 45 50 75**
2. *(Does the presentation provide thought-provoking information?)*
3. **Use of Visuals (25): 0 10 20 45 50 75**

*(Does the presenter(s) use at least 5 visuals in the presentation?)*

1. **Overall Effort, Demeanor, and Appearance (25): 0 10 20 45 50 75**

*(How much effort does it appear you put into it?)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Total Points for Presentation:** \_\_\_\_\_\_\_\_ out of 300 **Proper Handout given to students**: \_\_\_\_\_\_\_ out of 100