

## Marshall University Course Syllabus

### CJ 231: INTRODUCTION TO CORRECTIONS -Online

As noted above and per your enrollment, this course is 100% online. Thus, all contact and communications will occur online and all course requirements are to be submitted online within this course.

Course Name	CJ 231 – Introduction to Corrections
Department	Department of Criminal Justice & Criminology
Semester	Summer I 2018
Name	Dr. Kimberly DeTardo-Bora
Email	detardobora@marshall.edu
Telephone	304-696-3084
Office	Smith Hall 736
Course Start Date	May 14, 2018
Course End Date	August 3, 2018 (final exam due by midnight)

For course start and end dates, as well as other deadlines such as add/drop and withdraw, go to the Academic Calendar <http://www.marshall.edu/calendar/academic/>

### COURSE MATERIALS

The following text is required for this course:

Title	Corrections: From Research, to Policy, to Practice
Author(s)	Stohr, M.K. & Walsh, A.
Publisher	Sage
Edition	2 <sup>nd</sup> (2017)
ISBN	978-1-4833-7337-9

Textbooks and materials may be ordered online at the Marshall University Bookstore <http://www.bkstr.com/marshallstore/home/en>

It is expected that **students will read the textbook chapters entirely**. Each chapter in the course corresponds to the respective chapter in the text (although the titles may sometimes not be the same). Within each unit there are four to five chapters, one discussion session, one assignment, and one exam. Each unit folder contains lecture notes with web links to external sources to enhance student learning about the topic, and PowerPoint presentations. It is strongly encouraged that students explore these sites to reinforce their knowledge of key concepts.

**PLEASE NOTE:** The PowerPoint presentations have been developed by the textbook publisher and enhanced by the course instructor. Therefore, the slideshows are copyrighted. Furthermore, while every effort has been made to ensure that the slides are correct, every once in a while an error or inconsistency between the slides and the textbook may be present. If you notice such an error, please let me know so that it can be corrected. The bottom line is that you should rely on PowerPoint slides as a study aid only. The textbook and lectures are of most importance.

## COURSE DETAILS

**Catalog 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.

**Credit Hours:** 3

**Prerequisites:** None

**Number of hours per week required to successfully complete the course**

Online:        \_\_5\_\_ hours per week

Offline:       \_\_2\_\_ hours per week

## COMPUTER REQUIREMENTS

MU Online Student Resources

<http://www.marshall.edu/muonline/student-resources/>

Recommended Hardware

<http://www.marshall.edu/it/recommendations/>

IT Service Desk – for technical assistance 304-696-3200

<http://www.marshall.edu/it/departments/it-service-desk/>

## PROGRAM LEARNING OUTCOMES

Upon completion of the Bachelor of Arts degree in Criminal Justice, and in part emphasized and reinforced through this course students will...

1. *identify* the components, roles, and practices that are integral to the criminal justice system using specialized terminology;
2. *identify, practice, and interpret* key methodological concepts used in scholarly research in the field of criminal justice/criminology and *describe* the limitations and/or potential policy implications;
3. *examine* the principles of substantive criminal law that regulates and guides the criminal justice system and its primary actors;
4. *explain* the nature, extent, causation, and prevention of crime using theoretical foundations in criminal justice/criminology;
5. *incorporate* information from relevant media sources to support a written product with citations that follow the *APA Publication Manual*.

## **COURSE OBJECTIVES**

*Each student learning objective will be assessed via exams, discussions, and assignments.*

<b>Course Learning Objectives</b>	<b>How Each Objective is Practiced in this Course</b>	<b>How Each Objective is Evaluated in this Course</b>
a. Students will be able to describe the historical context of American corrections, including the correctional philosophies and practices while also understanding how Euro-centric views of correctional practice and punishment have been incorporated.	Reviewing Chapter outlines and PowerPoint Presentations (chapters 1, 2, and 3)	Exam #1, Discussion #1
b. Students will be able to explain the sentencing process, its goals, decision-making mechanisms, and strategies as well as apply ethical frameworks.	Reviewing Chapter outline and PowerPoint Presentation (chapters 4 and 5)	Exam #1, Assignment #1
c. Students will be able to distinguish among jails, prisons, probation, specialty courts, parole, and community-based alternatives to incarceration.	Reviewing Chapter outlines and PowerPoint Presentations (chapters 6, 7, 8, & 9)	Exam #2, Assignment #2, Discussion #2, Exam #3, Assignment #3
d. Students will be able to evaluate common treatment modalities, classification, and program alternatives.	Reviewing Chapter outlines and PowerPoint Presentations (chapters 10 and 11)	Exam #3, Discussion #3
e. Students will be able to research methods of punishment, such as the death penalty.	Reviewing Chapter outlines and PowerPoint Presentations (chapter 19)	Exam #4, Assignment #4
f. Students will be able to identify prisoner legal rights.	Reviewing Chapter outlines and PowerPoint Presentations (chapter 18)	Exam #4, Discussion 4

## **INSTRUCTOR COMMUNICATION**

You are not required to see me in person. To communicate with me, please use the "Course Messages" tool in the course and refrain from emailing me outside of the course to my main Marshall email account unless it is urgent. Under most circumstances, I will get back to you within 24 hours (normally between the hours of 8:30 AM and 4:30 PM EST Monday through Friday). However, there may be times when my response is delayed during weekends or when I am out of town at an academic conference. If you happen to be on campus, you can also look me up in person. My office is in Smith Hall 736 and my phone number is 304-696-3084. I also have voice mail if you need to leave a message.

## **INSTRUCTOR BIOGRAPHY**

I am a Professor in the Criminal Justice Department. Before joining Marshall in the fall of 2004, I taught criminal justice at Wheeling Jesuit University for five years. I earned a B.A. in Psychology from Bowling Green State University and a M.A. and Ph.D. in Criminology from Indiana University of Pennsylvania. My primary areas of concentration are theoretical

criminology, research methods, juvenile justice, and race, gender, and ethnicity and the criminal justice system. My research interests include action research, elderly offenders, media depictions of women, female policing as well as women in prison. I have worked on projects/grants funded by the U.S. Department of Justice in the area of community policing, and have completed two projects related to the influence of prime time television on becoming a criminal justice major and the ease of locating information about campus security from university websites. Over the 2013-2014 school year, I completed a book on West Virginia's criminal justice system with Dr. Dameron and Dr. Bora that was published in Spring 2015. Last, I am proud to tell you that I received the John and Frances Rucker Graduate Advisor of the Year Award in Spring 2012, the Pickens Queen Teaching Award in Spring 2006 for outstanding teaching as a junior faculty member and the COLA Outstanding Teacher Award in Spring 2007. For more information about me, please visit my homepage at <http://science.marshall.edu/detardobora/>.

## COURSE SCHEDULE

Since this is an online course, you have some flexibility to work at your own pace within the course start and end dates. However, exams, discussions, and assignments must be completed by the dates posted (see Table below). Even though you have the flexibility to work at your own pace in each unit, please do not underestimate the amount of time necessary to go through the online content in addition to thoroughly reading the chapters from the text. You should be prepared to spend at least 6-10 hours per week both online and offline to successfully complete the course.

<b>CJ 231 Important Due Dates: Main Course Schedule</b>			
<b>Unit</b>	<b>Dates Available</b>	<b>Themes and Activities</b>	<b>Due Dates</b>
Unit #1	5/14/2018-6/03/2018	<i>Philosophy of Corrections, History of Punishment and Corrections, Ethics, and Sentencing</i>  *Discussion #1 (participate at least once a week) *Exam #1 (chapters 1-5) *Assignment #1: Understanding Ethics *Orientation quiz (for bonus points)	Sunday, June 3, 2018 by 11:59pm EST
Unit #2	5/27/2018-6/24/2018	<i>Jails, Prisons, Specialty Courts, Community Corrections, Prisons, and Classification</i>  *Discussion #2 (participate at least once a week) *Exam #2 (chapters 6-10) *Assignment #2: Understanding Jails and Prisons	Sunday, June 24, 2018 by 11:59pm EST
Unit #3	6/17/2018-7/15/2018	<i>Programs and Treatment, Parole and Reentry, Correctional Administration, and Staff Experiences and Perspectives</i>  *Discussion #3 (participate at least once a week) *Exam #3 (chapters 11-14) *Assignment #3 Understanding Parole Conditions	Sunday, July 15, 2018 by 11:59pm EST
Unit #4	7/08/2018-8/03/2018	<i>Women, Minorities and Juveniles in Corrections, Legal Issues, the Death Penalty, and Comparative Corrections</i>  *Discussion #4 (participate at least once a week) *Exam #4 (chapters 15-20) *Assignment #4: Researching the Death Penalty	Friday, August 3, 2018 by 11:59pm EST

## ASSESSMENT MEASURES & GRADING CRITERIA

### Assessment Measures

	Item	Activity	Points
(1)	4 Exams	50 questions/exam x 2 x 4	400
(2)	4 Online Discussions	4 discussions at 25 pts each	100
(3)	4 Assignments	4 assignments at 25 pts each	100
			600 (total)

You may check your grades at any time by clicking "My Grades."

### Grading Criteria

<b>A</b>	90% – 100%	537 – 600 points
<b>B</b>	80% – 89%	477 – 536 points
<b>C</b>	70% – 79%	417 – 476 points
<b>D</b>	60% – 69%	357 – 416 points
<b>F</b>	0 – 59%	0 – 356 points

#### 1. Exams (Use a regular PC not an iPad or laptop)

Exams can be accessed by clicking on the "Course Content/Unit" buttons, respectively. The dates for each exam can be found on the course schedule above. A proctor will not be required, nor will any other special arrangements be required. There are four timed exams (60 minutes each) for each unit. Each exam consists of 10 true/false questions (2 points each) and 40 multiple choice questions (2 points each). The fourth exam is not comprehensive.

**PLEASE NOTE:** The exams need to be completed by the dates listed on the schedule, and you are allowed only one attempt at each exam, so make sure you are well prepared. The exams are to be taken without the use of your notes, textbook, or other resources. These are timed assessments and you only have one opportunity to answer a question (i.e., you will not have time to go searching for answers nor come back to a question). In addition, each exam is randomly generated; therefore, no two assessments will be the same.

#### 2. Class Discussions

The discussion sessions are a forum for learning from each other, not simply designed for making random comments and moving on. Also, while I monitor the discussions very closely, I will only participate to make clarifications or respond to a post that has not been answered adequately.

In total, there are four discussion sessions (one for each unit). Respond to the question directly (an original post) and to at least three points or issues that have been raised by your fellow peers. This facilitates more "active participation" and more emersion in the course material. Your answer/response should be well thought out, articulate, and insightful. Also, do not respond with a simple statement such as "I agree." Plus, post throughout the discussion period, that is, weekly and not just in the last 48 or 24 hours before it is due. Postings are to be written in a professional manner with proper grammar, spelling, and syntax. I advise students to type the response in MS Word or other word processor to check for spelling, grammar, etc. and then copy the post over into the discussion forum. You should write it as you would any formal writing assignment and not an email or instant message. Furthermore, please refrain from using expletives. In grading the discussions, in summary, I will take into account (1) your contribution (made of substantive remarks and key concepts), (2) participation (at least four posts/replies for

the unit), (3) timeliness (posts are made weekly), and (4) mechanics (spelling, grammar, punctuation, etc.). The grading criteria also are shown in the grading rubric (see Appendix A).

### **3. Assignments**

Assignments will be administered in all of the units to reinforce key ideas and main concepts related to corrections. More specifically, these assignments will strengthen your understanding of intermediate sanctions, jails and prisons, parole, professionalism in corrections, and challenges to the system. You will be prompted in each unit with directions as how to proceed with these tasks. Assignments will be graded by using the rubric shown in Appendix B.

## **COURSE POLICIES**

### **Deadlines and Penalties**

You must adhere to the dates listed for completion of exams, discussions, and assignments. Once a due date has expired, the item will no longer be accessible (or writeable, in the case of discussions) and you will receive a zero for that particular item. While there is some flexibility in an online course to proceed at your own pace, it is imperative that you complete the exams as well as the discussion sessions by the due dates listed on the schedule to assure successful course completion. The discussions, exams, and assignments will become **UNAVAILABLE** after midnight on the due date. While you can take an exam before the due date (as soon as it is made available), please make sure you are thoroughly prepared to complete it successfully, as you only have one attempt at each exam. At the same time, do not wait until the last available minute on the due date to complete an exam because you never know when a technological glitch can occur (which I cannot be responsible for). You should plan to complete all activities at least one day prior to the scheduled due date to be on the safe side. This way, if there is a technical problem, you can contact me and I can try to remedy the situation. If you contact me on the day an activity is due, I cannot do anything about it!

### **Excuses**

Because there is a degree of flexibility in completing items, it is your responsibility to keep track of dates and give yourself enough time for completion. If you wait until the last minute, there is no one to blame but yourself. With that said, I am also not heartless. If there is something that occurs which prevents your access to the course for a significant length of time (e.g., serious illness, death in the family, or personal tragedy) please contact me as soon as possible and we may be able to work something out. In this case, I will need verification, and it will be left to my discretion on its acceptability.

### **Extra Credit**

There is only ONE extra credit opportunity in this course. If you took my advice in my welcome letter, and completed the Orientation Quiz, you will receive as many as 10 extra points. This many not seem like a lot, but they have made a difference in many students' grades in the past, especially if they were on the border. Please DO NOT ask me for any additional extra credit opportunities. That is all I got!

### **Material on this Site**

Material and graphics on this site may be protected by federal copyright protection and may not be copied or reproduced.

### **Academic Dishonesty**

While this is an online course, the same standards used in a traditional classroom setting must be followed. That is, you are expected to do your own work. You must complete your exams individually, without the assistance of another person. Anyone who violates this policy will receive a failing grade for the course.

Academic Dishonesty includes cheating, fabrication and falsification of data or information, plagiarism, bribes/favors/threats, and complicity. More specifically with regards to plagiarism, "It is the student's responsibility to clearly distinguish their own work from that created by others. This includes the proper use of quotation marks, paraphrase and the citation of the original source. Students are responsible for both intentional and unintentional acts of plagiarism" (MU Undergraduate Catalog). If a student violates this policy, discretion will be used by the instructor; the possible sanction to be applied will be a failing grade for the assignment, exam, or paper. For those of you who need a reminder about the policy, please refer to the MU Undergraduate Catalog.

### **Plagiarism**

Plagiarism is a serious academic offense with extremely serious consequences. This includes everything from turning in someone else's work as your own, to buying a paper and submitting it as your own, to paraphrasing (i.e., putting into your own words) ideas you got from other sources, whether books or the Internet. **PLEASE DO NOT QUOTE OR PARAPHRASE FROM ARTICLES/BOOKS OR FROM ANY OTHER SOURCE WITHOUT PROPERLY CITING THE SOURCE. YOUR WRITING MUST BE COMPLETELY IN YOUR OWN WORDS, UNLESS OTHERWISE NOTED.** If you do not understand what plagiarism or paraphrasing is, please read the information below and/or visit Marshall's policy on plagiarism at this site: <http://www.marshall.edu/academic-affairs/policies/#AcademicDishonesty>

STATEMENT ON PLAGIARISM: As a student at Marshall University I fully understand what plagiarism is. If I have any questions whatsoever about whether or not something should be cited or whether or not using someone else's ideas or words is appropriate, I will NOT guess and will consult my course instructor or the website noted above. If I am still confused, I will ask the course instructor and follow his/her advice because I know that my instructor takes this VERY seriously. I also acknowledge that I am fully aware of the penalty in this class for plagiarism/cheating of any type: failure for the semester and referral to the administration. I further acknowledge that I know the administration will put a report on my plagiarism in my permanent record. The administration will also decide if further punishment is warranted, including academic probation and possible expulsion.

## **UNIVERSITY POLICIES**

By enrolling in this course, you agree to the following University Policies: Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on "Marshall University Policies," or, you can access the policies directly by going to [http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802).

### **Policy for Students with Disabilities**

Marshall University is committed to equal opportunity in education for all students,

including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability. Following this, the DSS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, please visit <http://www.marshall.edu/disabled> or contact Disabled Student Services Office at Prichard Hall 11, phone 304-696-2271.

## **RESOURCES**

### **Support Services**

Marshall University offers a variety of support services to students enrolled in online courses. This includes: Admissions, Bursar's Office, Career Services, Registrar, Help Desk, MU Libraries, Academic Catalog, Academic Calendar, and much more! Visit: <http://www.marshall.edu/wpmu/muonline/current-students/student-resources/>

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Marshall University  
College of Science  
Department of Criminal Justice and Criminology



## Appendix A

**Discussion Board Grading Rubric**

Criteria	Levels of Achievement			
	Advanced	Capstone	Milestone	Limited/Insufficient
<b>Substantive Contribution</b>	<b>9 to 10 points</b> Demonstrated a rich and fully developed original post by using two or more key terms from course materials. Evidence of keen understanding.	<b>8 to 8 points</b> Demonstrated a nearly developed original post by using at least two key terms from course materials. Evidence of understanding.	<b>7 to 7 points</b> Provided an original post that was partially developed and/or struggled to identify or use key terms from course materials accurately.	<b>0 to 6 points</b> Provided an original post that was poorly developed. Displayed little to no understanding of the course materials and the underlying concept(s) being discussed.
<b>Participation</b>	<b>5 to 5 points</b> Contributed an original post and three response posts or more than four posts.	<b>4 to 4 points</b> Contributed an original post and two response posts.	<b>3 to 3 points</b> Contributed two posts total (one original and one reply or just two replies).	<b>0 to 2 points</b> Contributed just one reply or original post or contributed nothing to the discussion.
<b>Timeliness</b>	<b>5 to 5 points</b> Provided posts early and throughout the monthly discussion period (i.e., posts are made weekly).	<b>4 to 4 points</b> Provided most of the posts early and throughout the discussion period (i.e., all but one post was made weekly).	<b>3 to 3 points</b> Provided some of the posts early and then didn't return to the discussion until the end of the discussion period. Or participated in a haphazard fashion.	<b>0 to 2 points</b> Provided posts at the end of the discussion period (i.e., the last week or last couple of days).
<b>Mechanics (grammar, punctuation, spelling, etc.)</b>	<b>5 to 5 points</b> Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	<b>4 to 4 points</b> Written responses are mostly free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.	<b>3 to 3 points</b> Written responses contain more than 3 grammatical, spelling or punctuation errors. The style of writing somewhat inhibits communication.	<b>0 to 2 points</b> Written responses contain more than 4 grammatical, spelling or punctuation errors. The style of writing does not facilitate communication.

## Appendix B

**Assignment Grading Rubric**

	<b>Levels of Achievement</b>				
<b>Criteria</b>	<b>Advanced</b>	<b>Capstone</b>	<b>Milestone</b>	<b>Limited</b>	<b>Introductory</b>
<b>Content Knowledge</b>	<b>18 to 20 points</b> Demonstrates full comprehension of key course concepts in the assignment (i.e., written response is correct and fully complete).	<b>16 to 17 points</b> Demonstrates a nearly complete comprehension of key course concepts in the assignment (i.e., written response contains content that is generally accurate and complete).	<b>14 to 15 points</b> Demonstrates some understanding of key course concepts in the assignment (i.e., written response contains some correct content but some is thin and commonplace; somewhat incomplete).	<b>12 to 13 points</b> Demonstrates little understanding of most key course concepts in the assignment (i.e., written response is mostly incorrect and lacks depth).	<b>0 to 11 points</b> Fails to demonstrate comprehension of key course concepts in the assignment (i.e., response is incorrect and incomplete). Or Student did not complete the assignment.
<b>Mechanics (grammar, spelling, punctuation, etc.)</b>	<b>5 to 5 points</b> Uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	<b>4 to 4 points</b> Uses straightforward language that generally conveys meaning to readers with few errors (two or three spelling, grammatical, or punctuation errors).	<b>3 to 3 points</b> Uses language that generally conveys meaning to readers with clarity, although writing may include some errors (three or four spelling, grammatical, or punctuation errors).	<b>2 to 2 points</b> Uses language that impedes meaning because of errors in usage (five or six spelling, grammatical, or punctuation errors).	<b>0 to 1 points</b> Uses poor and incoherent language that impedes meaning (seven or more spelling, grammatical, or punctuation errors). Or Student did not complete the assignment.