

Syllabus: CJ 231

Introduction to Corrections

Department of Criminal Justice| College of Liberal Arts

Dr. Angela D. Crews

Please visit the "**Schedule**" link on this course's homepage for the course schedule with dates for specific discussions, quizzes and exams. For course start and end dates, as well as other deadlines such as add/drop and withdrawal, go to the [Marshall University Academic Calendar](#).

Office Hours

When communicating with me, you should email me using the *Mail Tool* from within the course. This will guarantee I respond in a timely fashion. Under normal circumstances, I will get back to you within 24-48 hours. However, there may be times when I am out of town and it may take me a little longer to respond. IF there is an emergency, or if you do not receive a timely response, then please email me at crewsa@marshall.edu. Should you ever find yourself on campus, you can also look me up in person. My office is in Smith Hall 736, and my phone number is 304-696-3082.

Brief Faculty Member Biographical Sketch

Dr. Angela West Crews joined the Criminal Justice Faculty in the fall of 2008. She currently holds the rank of Associate Professor. Before arriving at Marshall, she taught at Washburn University in Topeka Kansas. Dr. Crews is originally from Tennessee.

Education

Ph.D., Criminology, Indiana University of Pennsylvania, Indiana, PA

M.A., Criminal Justice & Criminology, East Tennessee State University, Johnson City, TN

B.S., Psychology, Tusculum College, Greeneville, TN

Faculty Biography

For her Masters thesis, Dr. Crews experimentally examined the accuracy and reliability of eyewitness identifications and her doctoral dissertation comparatively evaluated the effectiveness of HIV/AIDS education programs for male and female inmates in Pennsylvania prisons.

Dr. Crews has over 14 years of undergraduate and graduate teaching experience, and has authored or co-authored numerous journal articles, book chapters, and grant proposals. Most recently, she has been interested in the measurement of concepts in law enforcement and correctional policy analysis and program evaluation, and in policies related to the release of ex-inmates into society.

Her research interests are varied and involve all aspects of the criminal justice system, but share a policy analysis or program evaluation focus. Her areas of teaching include research methods and statistics, corrections, comparative justice systems, and criminological theory. Dr. Crews is active in the Academy of Criminal Justice Sciences as the Chair of the Corrections Section, and in the American Society of Criminology. She also has served the profession in various capacities within the Southern Criminal Justice Association.

Dr. Crews currently is writing a book chapter examining corrections from a critical perspective, and working with her husband, Dr. Gordon Crews, on two books relating to juvenile delinquency. In addition, the Crews' recently worked with the Joint Center on Violence and Victim Studies on a grant proposal to the U.S. Department of State to form collaborative partnerships with NGOs in Africa (Ghana and South Africa) to address the problem of human trafficking.

Course Materials and Cost

Clear, T., Cole, G., and Reisig, M. (2008). *American Corrections*. Florence, KY: Cengage Learning.

The textbook is **required** and can be ordered online at [The Marshall University Bookstore](#) or at the [Stadium Bookstore](#).

Technical Requirements

- For minimum hardware/software requirements please see: <http://www.marshall.edu/muonline/hardwaresoftwarecheck.asp>
- You will need to have several plugins (software) installed on your computer. These plugins are all free. You will need **Windows Media Player**, **Adobe Acrobat Reader** and **Shockwave Player** to experience the streaming video and audio clips that are part of the course as well as to read the assigned articles and other course materials. You can easily check your computer to see if you have

these programs (and if you don't install them for free), by running the browser tune-up available at <http://www.marshall.edu/muonline/support/tuneup.asp>

- The free plugins, if you need them, are available at our **Download Center** at http://www.marshall.edu/muonline/computer_requirements.asp
- If you have technical problems, please go to the Help Desk: <http://www.marshall.edu/ucs/cs/helpdesk/>
- **HELP DESK PHONE NUMBERS AND E-MAIL:**
304-696-3200 (Huntington, WV)
304-746-1969 (Charleston, WV)
877-689-8638 (Toll free)
helpdesk@marshall.edu

Course Details

Course Description from University Catalog:

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

Desired Learner Outcomes:

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

1. Describe and discuss the history of punishment, of our correctional system as a means to punish, and how the concept of corrections has changed with society.
2. Describe and discuss how the corrections system is related to other components of the criminal justice system, and to the whole of society.
3. Define and distinguish among correctional goals and be able to critically evaluate the impact of each goal on the criminal justice system, on communities, and on individuals
4. Distinguish between indeterminate and determinate sentencing models and be able to critically evaluate the impact of each model on the criminal justice system, on communities, and on individuals
5. Analyze and evaluate alternatives to incarceration as punishment.
6. Define and distinguish among the various forms of corrections, including (but not limited to) jails, prisons, probation & parole
7. Evaluate various current issues of concern to corrections, such as overcrowding, health care, education, treatment of offenders, and reentry.
8. Identify concerns of correctional administration and management

9. Identify various legal concerns related to punishment and corrections
10. Evaluate correctional treatment in light of Constitutional law, case law, federal law, and state legislation
11. Critically evaluate the role of various demographic variables in the treatment of correctional clients (in sentencing, punishment, incarceration, and release)
12. Critically evaluate the moral and ethical implications of disparities in criminal justice process and outcome
13. Evaluate, through scholarly research, particular aspects or problems of corrections
14. Develop written products that communicate various perspectives related to specific aspects or problems in corrections

DEPARTMENT OF CRIMINAL JUSTICE STUDENT LEARNING OUTCOMES

1. Describe and apply basic criminal justice information and concepts
2. Demonstrate critical thinking and problem solving skills relevant to criminal justice
3. Use appropriate social science and/or legal research and skills and resources to complete original research in criminal justice
4. Effectively communicate in both oral and written formats using discipline-appropriate vocabulary and dialogue
5. Recognize and apply ethical principles of the discipline in regard to research, use of sources, collaboration with colleagues, and principled decision/policy making
6. Successfully enter into discipline-appropriate employment as a professional in criminal justice or, if desired, continue education in graduate and/or law school
7. Demonstrate comprehension of discipline-appropriate technology, including computer hardware and software

Schedule:

As this is an online course, you have some flexibility to work at your own pace within the course start and end dates. However, quizzes, exams, and discussions must be completed by the dates posted. For more specifics, please see the *Schedule* link on the course homepage. Even though you have the flexibility to work at your own pace, please do not underestimate the amount of time necessary to go through the online content as well as thoroughly read the chapters from the text. You should be prepared to spend at least 15 hours (or more) per week both online and offline to successfully complete the course.

Readings and Organization of the Course:

It is expected that ***students will read the textbook chapters in their entirety***. Each chapter in the text corresponds to the respective chapter in the course (although sometimes the titles may not be the same).

The course is divided into four units:

- 1) **History of Corrections: Who gets punished?**
- 2) **Punishment for Minor Offenses, First Time, Non-Violent, and Juvenile Offenders**
- 3) **Incarceration & Institutional Corrections**
- 4) **Release, Reentry & Community Supervision**

Within each unit there are three to four chapters, one discussion session, and one exam (however, the exams will not be made available until the dates listed on the course schedule). Each chapter contains an outline and summary of the textbook chapter, a lecture corresponding to the topic at hand, and a PowerPoint slideshow from the book chapter. Furthermore, many lectures contain valuable web links to outside sources to enhance student learning about the topic, and it is strongly encouraged that students explore these sites in depth.

***NOTE:** The PowerPoint presentations have been developed by the textbook publisher and enhanced by the course instructor. Therefore, the slideshows are copyrighted. You may print and use these lectures only while taking this course. 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 the instructor 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 Grading

The final grade for the course will be computed by taking your total points earned and dividing it by the total possible points of 400. The following scale will determine what letter grade you will receive:

A= 322-400 pts. (90-100%)
B= 242-321 pts. (80-89%)
C= 161-241 pts. (70-79%)
D= 81-160 pts. (60-69%)
F= 0-80 pts. (0-59%)

- There are four exams in this course. Each **exam** is worth **50 points** (200 points total).
- You are required to “actively participate” in all four discussion sessions. Each **discussion** is worth **50 points** each (200 points total). This is explained in further detail below under the heading “Discussions.”

You may check your grades at any time by clicking the **My Grades** tool from the course homepage.

Exams and Quizzes

Exams are taken with the *Assessments Tool*. However, once a particular quiz/exam is made available to take, it also can be accessed from within the respective “Unit” page. The dates within which each assessment must be completed can be found on the course schedule. A proctor will not be required, nor will any other special arrangements be required. There are four exams (60 minutes each), one at the end of each unit. Each exam consists of 50 multiple choice and true/false questions. 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. Keep in mind when taking the exams that they are timed.

NOTE: *You should be thoroughly prepared to take the exams without the use of your notes, textbook, or other resources as they are timed assessments (i.e., you will not have time to go searching for answers). In addition, each exam is randomly generated; therefore, no two assessments will be the same.*

Discussions

Discussions can take place with the *Discussions Tool* or from within the “Unit” pages. I have posted a discussion question for each of the four units to be covered, and you must respond to either the question directly or to a point or issue that has been raised by another student. When participating in the discussions, supply your posts directly in the discussion/message area and not as an attachment. Your answer/response should be well thought out, articulate, and insightful. In formulating your posting 1) make sure to read all prior posts so that you are not repeating what has already been said, 2) you contribute substantively to the discussion and are not merely agreeing with what other students are saying, and 3) your response indicates that you have completed the readings associated with a given topic. I expect the postings to be written in a professional manner with proper grammar, spelling, and syntax. You should write it as you would any formal writing assignment and not an email or instant message. Furthermore, please refrain from using expletives, unless it is absolutely necessary (e.g., to make a point that would otherwise be hard to do without its usage).

Even though you have some flexibility to proceed at your own pace in this course, you must keep up with the discussions. It would serve no purpose for you to respond to a question from Unit 1 when the rest of the class is responding to a Unit 3 question. To assure that this does not happen, you must participate in each discussion by the dates listed on the course schedule. Moreover, each discussion topic will be switched to “read only” after the assigned date, which means new postings will not be possible after the due date. On the other hand, do not respond to a discussion until you have read the

lectures and readings that pertain to a topic (i.e., do not respond to all the discussions at the beginning of the semester to simply get them “out of the way”).

In grading the discussions, I will take into account the criteria identified above as well as ***whether you are reading the other students' postings***. I have the ability to determine exactly how many posts each student reads. For example, you may provide an excellent post, but if I see that you have read only a handful of other postings, then you will receive a low grade on that particular discussion. I may be naïve, but my expectation is that students will ***read every single posting***. If you happen to be one of those students who like to submit posts early to “beat the rush,” I still expect you to read every post that comes after yours; don't just simply provide a post and think that your work is done. You should continue to monitor the new postings (again, I can check for this). The discussion sessions are a forum for learning from each other, not simply to make a comment and move on. To effectively do this, I encourage you to respond to each other's posts, as this is what the sessions are all about (i.e., “*active participation*”). While I will monitor the discussions very closely, I will not participate in them or respond. That is your job!

NOTE: While I encourage you to participate in the discussions early, and not wait until the very last minute, it is inevitable that some students will do so. Therefore, I will wait at least 24 hours after a discussion has been locked to start grading them. This will give everyone enough time to catch up with the last minute posts. Again, I can't stress enough that reading all the other postings are just as important to your discussion scores as providing and replying to posts!

Course Policies

Penalties:

You must adhere to the dates listed for completion of exams and discussions. 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 (a.k.a. assessments), as well as the discussion sessions by the due dates listed on the schedule to assure course completion. The assessments will become ***UNAVAILABLE*** after midnight on the due date. While you can take an assessment 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 quiz/exam. At the same time, do not wait until the last available minute on the due date to complete an assessment 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:

I do not deal with excuses [legitimate or otherwise] in online courses for why a particular activity was not completed. In most cases, discussions and assessments are open for two to three weeks, so there is no reason not to have them completed in a timely manner. 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.

Extra Credit:

I DO NOT offer extra credit in my courses (online or otherwise), so PLEASE DO NOT ASK!

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

Plagiarism:

Everyone knows what plagiarism is and why it is not acceptable, and why the university requires stringent penalties for students who do not submit their own work---these statements below are just reminders that may also help to clarify how plagiarism is defined....if you have any questions at all please do not hesitate to ask.)

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.

Plagiarism is a serious academic offense. 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 read this statement below. (We apologize if it sounds harsh, but we are concerned that some students do not understand that plagiarism is an extremely serious academic offence with extremely serious consequences.) If you do not understand what plagiarism or paraphrasing is, please

read the information about Marshall's policy on plagiarism at this site:
<http://www.marshall.edu/muonline/plagiarism.asp>

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.

Resources

Me:

Don't hesitate to contact me directly with questions or concerns. You can reach me through the *Mail Tool* or if necessary by phone at 304-696-3082. Please don't let your questions hang out there and simmer. If you are not sure about something the best thing to do is to ask about it right away! Something that may seem obvious to me may not be obvious to you at all!

The Online Writing Center:

As a MU student, you are also entitled to individualized, one-on-one assistance from a tutor at The Writing Center in the English Department, which also provides tutoring online. They can help you with any step in the writing process, from invention to revision. The service is free. If you have access to campus and would like to use the on-campus service, you can do so by calling 304/696-6254.

For complete information on how to use the Online Writing Center, please see:
<http://www.marshall.edu/english/writingcenter/>

Support Services:

Marshall University offers a variety of support services to students enrolled in online courses.

- [Off-campus Library Service](#)
- [Textbook Service](#)

- [Disabled Student Services](#)
- [Tips for Succeeding in the Online Environment](#)
- [Study Guides](#)
- [Technical Help](#)
- [VISTA Help](#)

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