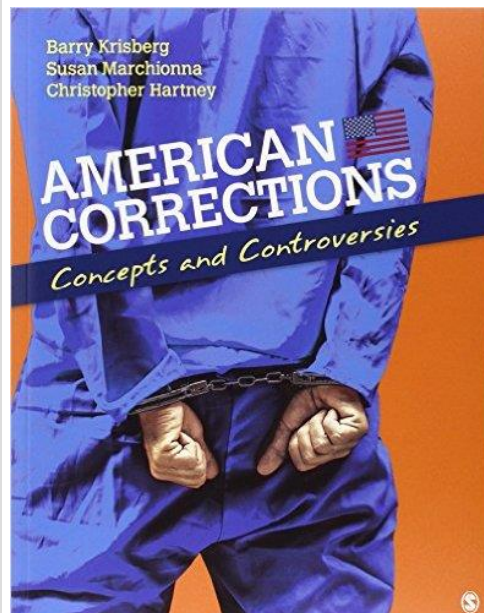


	Central Christian College of Kansas
Title:	Introduction to Corrections
Credits:	3
Prerequisites:	No
Description:	Outlines the history, current practices, and future directions of corrections in a systematic process showing the evolving changes within the institutional and community based corrections. Topics include the history of corrections, the influence of social thought and philosophy on the development of corrections, the rights of the incarcerated inmate, and the duties of the correctional officer.

**At the end of the course, you will be able to:**

- Gain an understanding of the Correctional System to include the historical perspective
- Describe the sentencing process and the issues associated with sentencing
- Develop an understanding of the prison experience for both males and females
- Understand prisoners' rights as it relates to incarceration and legislative
- Describe how special prison populations survive in prison and how staff can have a negative or positive outcome for special populations
- Develop an understanding of the Juvenile justice system and how juveniles survive in the adult corrections world
- Learn what intermediate sanctions are and why they can be important in the correctional system
- Understand why the jails are an important piece of the correctional system and their purpose
- Embrace the positive impact programs and services have on inmates and how they can make an inmate succeed in prison and once released back into the community
- Explore what the future holds for the entire corrections system

**Krisberg, B., Marchionna, S., & Hertney, C. (2015) *American Corrections: Concepts and Controversies* (1st ed.). SAGE Publications Inc. Thousand Oaks, CA.**



Topic	Readings	Assignments
The Corrections System A Historical Perspective on Punishment and Social Structure The Purpose of Punishment and Sentencing Trends	<u>American Corrections</u>  Chapters 1-3	Plagiarism Certification Discussion 1 & 2 (50) Application 1, 2 & 3 (100)
Topic	Readings	Assignments
Jails Probation and Alternatives to Incarceration Prisons	<u>American Corrections</u>  Chapters 4-6  <u>Video</u>  Prisoners Save Officers Life	Discussion 1 & 2 (50) Application 1, 2 & 3 (100)
Topic	Readings	Assignments
Coming Home: Reentry and Parole Juvenile Corrections The Corrections Workforce	<u>American Corrections</u>  Chapter 7-9  <u>Audio</u>  States Face Correctional Officer Shortage Amid A Cultural Stigma	Discussion 1 & 2 (50) Application 1, 2 & 3 (100)
Topic	Readings	Assignments
Law and Corrections Corrections and the Color Line Women in the Corrections System	<u>American Corrections</u>  Chapter 10-12  <u>Video</u>  Program Allows Female Inmates to Raise Children Behind Bars	Discussion 1 & 2 (50) Application 1, 2 & 3 (100)
Topic	Readings	Assignments
Challenging and Vulnerable Populations Death Row and the Death Penalty	<u>American Corrections</u>  Chapter 13-14	Discussion 1 & 2 (50) Application 1, 2 & 3 (100)
Topic	Readings	Assignments

The Growth of Privatization in Corrections The Politics and Future of Mass Incarceration	<u>American Corrections</u>  Chapter 15-16  <u>Video</u>  The Bipartisan Effort on Criminal Justice Reform	Discussion 1 & 2 (50) Application 1, 2 & 3 (100)
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Assessments	Number Points Each Total		
Discussion	12	25	300
Application Assignments	12	25	600
	6	50	
Pre/Post Test	2	5	10
Total			910

Students are expected to post in the discussion board a **minimum of three separate posts** on three separate post dates per discussion thread. The three posts for **each** thread must include:

1. One "initial" post in response to the instructor's question (or stated assignment) no later than Thursday of each course week.
2. Two "follow up" posts in response to at least one classmate by Sunday of each course week.

The initial response to a discussion question should substantively demonstrate familiarity with the content of the question. The response should be 150-200 words in length. To ensure the discussion is a collective and focused exploration of the topic in the question, the discussion thread should remain focused on the question.

The timing of responses is important since other students are dependent on your postings in order to fully develop the discussion and to post "follow up" discussion entries. Responses should occur in the week the discussion question is posted for reply. Preparation for the response is encouraged to ensure a thoughtful and well-founded contribution to the discussion.

Each learner is expected to both respond initially (by Thursday each week) to the discussion question or assignment instruction posted by the instructor/facilitator each week and make at least two follow-up responses to other learners' postings in the discussion thread by the end of the week (Sunday at 11:59pm). The purpose is to ensure an informed and thoughtful dialogue focused on the topic.

**Initial Response (Standard Posting Requirements)**

**0 Points****1-2 Points****3-4 Points****5 Points**

No initial response posted.	Initial response is superficial (less than 100 words), and/or posted after Thursday at 11:59 p.m. CT.	A substantive initial response is posted prior to Thursday at 11:59 p.m. CT that contains 100-149 words.	A substantive initial response is posted prior to Thursday at 11:59 p.m. CT that includes at least 1 reference to course material or another reliable source (150 words or more).
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**Initial Response (Quality of Content)****0 Points****1-2 Points****3-4 Points****5 Points**

Response is irrelevant to the question and does not add to the intent of the discussion.	Response addresses the question, but lacks depth or goes off topic.	Response addresses the question, though greater reflection or development of thought would be helpful.	Response addresses the question, is reflective, and represents a substantive contribution to the discussion.
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**Follow-Up Posts****0 Points****1-2 Points****3-4 Points****5 Points**

No follow-up posts made.	Follow-up posts do not provide sufficient analysis or synthesis of the discussion.	Follow-up posts demonstrate an appreciation for the input of others and add to the discussion.	Follow-up posts elaborate on the comments of others and add to the discussion with further analysis and synthesis.
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**Mechanics****0 Points****1-2 Points****3-4 Points****5 Points**

Posts lack any organization and/or contain multiple errors in spelling or mechanics.	Posts are somewhat organized, but interrupted by significant errors in spelling and mechanics.	Posts could benefit by a bit more organization and attention to mechanical details.	Posts are clear and formatted in a way that is easy to read, free from spelling and mechanical errors.
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**Frequency of Participation****0 Points****1-2 Points****3-4 Points****5 Points**

No participation in discussion.	All posts made on the same day.	Posts made on 2 different days.	Posts made on 3 (or more) different days.
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**Apply**

There are 18 application assignments in this course - three each in weeks 1-6. These are designed so you apply the knowledge and skills you learn during the week.

**Introduction**

**Absent****Needs Improvement****Proficient**

There is no introduction to the paper.

There is an introduction, but it does not introduce the topic, its importance, and/or alert readers to the structure of the discussion of your ideas.

There is an introduction that introduces the topic, its importance, and it alerts readers to the structure of the discussion of your ideas.

**Body (Use of Course Terms and Concepts)****Absent****Needs Improvement****Proficient**

No course terms and concepts were used.

Some of the course terms and concepts were used inappropriately or key terms and concepts were missing from the discussion.

All of the relevant course terms and concepts were present and used appropriately in the discussion.

**Conclusion****Absent****Needs Improvement****Proficient**

There is no conclusion to the paper.

There is a conclusion, but it does not synthesize the main ideas of the paper, and/or provides implications for research and/or practice.

There is a conclusion that synthesizes the main ideas of the paper, and/or provides implications for research and/or practice.

**Writing Mechanics (e.g. Spelling, Grammar, etc.)****Absent****Needs Improvement****Proficient**

The paper had severe problems with spelling, grammar, etc. errors.

The paper had some spelling, grammar, etc. errors.

The paper had very minimal spelling, grammar, etc. errors.

**Format (e.g., length, font size, margins, in-text citations and reference list in APA style)****Absent****Needs Improvement****Proficient**

The paper did not meet the minimum format requirements.

The paper met some of the format requirements.

The paper met all format requirements.