

**Course Number:** CJ 1400

**Course Title:** Corrections in America

**Course Description:**

Beginning with a historical overview of the American criminal justice system, this class covers the rationale for punishment and the administration and operational aspects of prison and jail functions at the local, state and federal levels. Issues related to probation, parole, community corrections. 3 credits. (3 plus 0)

**Prerequisites:** CJ 1100.

**Credit hours:** 3

**Learning Outcomes:**

Upon the successful completion of this course, students will be able to:

1. Identify and explain the five goals of corrections in the U.S.
2. Distinguish between indeterminate sentencing and determinate sentencing; list and describe the six sentencing options available as criminal sanctions; and identify the role plea negotiation plays in criminal sentencing.
3. Discuss daily jail operations, including the roles and functions of correctional staff; describe the efforts undertaken by staff to address issues such as jail overcrowding and jail suicide.
4. Compare, contrast and distinguish current forms of intermediate sanctions used in the United States and current practices associated with those sanctions.
5. Explain prevailing philosophies of prison operations and the reasons contributing to the dramatic increase in prison populations during the 1980s.
6. Explain the evolution of the parole movement and its use in the U.S. today; compare and contrast parole practices, revocations, and other forms of contemporary ex-prisoner reentry into American society.
7. Describe emerging issues related to the adult correctional system in the 21st century.
8. Explain the issues related to special offender populations ( drug offenders, mentally ill offenders, aging offenders, sex offenders, violent offenders and offenders with infectious diseases.
9. Define and detail the organization and management of U.S. prisons at the state and federal levels.
10. Relate activities and behavior associated with prison life and the work of correctional staff in the prison environment.
11. List the educational, vocational, and treatment activities found in contemporary U.S. prisons.

# INDIANA**TECH**

## ***College of Professional Studies*** **CJ 1400 Corrections in America** **Online Course Syllabus**

### **Instructor Information**

Please see Professor Profile at the Blackboard instructional site.

### **Course Schedule**

Please see Course Schedule in the Course Syllabus area of the Blackboard instructional site.

### **Online Course Policies**

All of the online courses taken by students are required to follow the policies posted online at <http://online.indianatech.edu/tech-policies/policies/>. Please review the posted policies carefully. If you are unable to abide by the policies listed, please contact the Warrior Information Network (WIN) at 888.832.4742 and request to withdraw from this course.

### **Textbook**

Seiter, R. P. (2011). *Corrections: An introduction* (3rd ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

### **Grading Events & Grading Criteria**

Unless otherwise specified, all assignments must be submitted via Blackboard

#### **Graded Events**

Assignment	Event	Points total
Course Preparation Quiz		10
Review Questions	5 @ 10	50
Discussion Board posts and responses	5@ 10	50
Intermediate Sanctions Matrix		30
Reaction Paper		40
Midterm Exam		75
Final Exam		75
Total		330

The learner's final evaluation of the mastery of the material in CJ 1400 will be based on her or his cumulative point total divided by the total available points for this class. For

example, if a learner accumulated 296 points from all graded events, her score would be calculated as  $296 \div 320 = 92.5\%$  or an A-. Our grading scale is found below.

### **Discussion Board Participation**

Each week you will be required to participate in a discussion regarding the assigned readings. Each module will have a Discussion Board question posted that will require you to post your response to the questions as well as respond to at least 2 classmate's post. You should either agree or disagree with your classmate's post and articulate your reason(s) why.

### **Review Question Format**

All assigned review questions are to be answered in writing. These questions will be Microsoft Word formatted in size 12 font. You may single space or double space your responses. Please restate the question as it appears in your text before you begin your answer.

### **Reaction Paper Format**

#### **Introduction**

The purpose of responding to a reaction statement is to enhance critical thinking skills. Your objective in writing a response to the designated statement is to "...define an issue clearly and to formulate and clarify your position on that issue by reacting to a controversial statement" (Johnson, Rettig, Scott, and Garrison, 2002, p. 127). In this exercise, there are four essential elements to be completed:

1. Define the issue announced in the statement;
2. Clearly state your position with regard to the statement;
3. Defend your position; and
4. Conclude your reaction.

#### **Defining the Issue**

As you examine the statement, what is the most critical element presented? In this case, is it equality of sentencing? Is it the gender of those being sentenced? Does it imply that women and men commit different types of crimes? Is it the scarcity of prison space that is the controlling condition? As you define the issue(s) in the statement, provide some clarity for yourself that allows you to establish a clear position.

#### **Clearly State your Position on the Issue**

There should be no doubt where you stand on the issue. Perhaps you believe that "Scarce prison space is too valuable to expend on women prisoners convicted of only property crimes." Or, you might believe "It is equal justice under the law that makes the U.S. criminal justice system work. Women offenders deserve equality of sentencing under all circumstances!" Your position should be capable of being stated in a short paragraph that includes a clear statement of your position such as those found above.

### **Defend your Position**

Here is where the “rubber hits the road.” The traction and credibility of your position rests in large measure on how well you support your stance. To best support your position:

- Identify the most important arguments needed to support your position and state them clearly (if you are using another source, make sure you are citing it properly in your response so that it may be verified);
- Facts, facts, facts win the day, so use plenty of facts and information to support your stand; and
- Be logical, accurate, and clear in the presentation of your facts.

### **Conclude Concisely**

This exercise will conclude with one and no more than two paragraphs that will summarize your argument and position. It should be persuasive, clearly written and concise.

### **Reaction Paper Format Issues**

#### **Headings**

Upper left corner of your paper:

Name

Course number and title

Date

Title (centered on page)

Your reaction paper will begin with a title declaring where you stand on this statement:

A Negative Reaction to the Statement “Women Should Be Sentenced Differently than Men” if you disagree with the statement,

or

A Positive Reaction to the Statement “Women Should Be Sentenced Differently Than Men” if you agree with this position.

#### **Length, Font, Spacing**

The length of this paper is to be no less than three pages and no more than four pages double-spaced. Please word process your work using Times New Roman size 12 font. **Do not** place your paper in any sort of folder, instead simply staple the paper in the upper left corner.

(Reaction paper format information, adapted in part from Johnson, W., Rettig, R., Scott, G. & Garrison, S., 2002. *The criminal justice student writer’s manual* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.)

## Grading Scale

The following grading scale will be used to assign a grade at the end of the course:

Percentage Achieved	Grade	Percentage Achieved	Grade	Percentage Achieved	Grade
93% or above	A	80% or above	B-	70% or above	C-
90% or above	A-	77% or above	C+	60% or above	D
87% or above	B+	73% or above	C	Below 60%	F
83% or above	B				

## Late Assignments

All assignments and required online activities are due according to the deadline listed in the course schedule. Granting deadline extension is the course instructor's autonomy.

## Incompletes

If you are unable to complete the requirements for this course due to extenuating circumstances, an Incomplete grade (I) may be granted if you meet the general guidelines stated below.

General Guidelines for submitting a course incomplete request:

- More than 50% of the course session has elapsed.
- The student has encountered an unexpected situation that is beyond his or her control.
- The student is
  - in good academic standing -- up-to-date on all of the course assignments and has at least an overall passing grade,
  - able to complete all of the remaining coursework within a session (5 weeks for a undergraduate course and 6 weeks for a graduate course) that immediately follows the session the student is currently enrolled, and
  - able to provide support documentations to substantiate the need for extra time should a session is not enough to complete the course requirements.

If an Incomplete is granted, the instructor will set a deadline for all work to be completed. **The deadline cannot go past one (1) session.** All incomplete grades and deadlines are subject to approval by the designated university authority.

## Course Related Communication

Online courses are conducted in an accelerated format. Timely communication is very important. When receiving emails from your classmates or instructor, please respond as soon as you can.

Students are REQUIRED to use their Indiana Tech email account for all course related communication. The most direct, and effective, way to email your course instructor and

classmates, is by using the Send Email function within the Blackboard course site. When you use the Send Email function, you automatically receive a carbon copy of the email you sent. In the event when you need to substantiate your claim that you did email your classmates or instructor, you can show that carbon copy to the person(s) who requested it.

Please note that Blackboard only permits you to send email, it does not provide you with the check email function. All of the emails your classmates and instructor send to you will be delivered to your Indiana Tech email account. You are strongly encouraged to check your Indiana Tech email account regularly, preferably several times a week, to minimize the likelihood of miscommunication.

The University policy requires each online course instructor to respond to a student's email within 24 hours. Unless there is an extraneous situation that prevents the instructor from following this rule, you can expect to hear from the instructor within 24 hours. If you don't receive a reply within 24 hours, please do not hesitate to follow up with another email or forward the carbon copy of the email you sent to [OnlineSupport@IndianaTech.edu](mailto:OnlineSupport@IndianaTech.edu) with a note "Please help. It's been 24 hours and I have not heard from my instructor" and the University support staff will act on your behalf to contact your course instructor.