



CORR-101: INTRODUCTION TO CORRECTIONAL SCIENCE

Effective Term

Fall 2025

BOT Approval Date

01/16/2025

Discipline

CORR - Correctional Science

Course Number

101

Course Title

Introduction to Correctional Science

Short Title

Intro to Correctional Science

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID AJ 200

Catalog Description

This course provides an overview of the history and trends of corrections. It focuses on the basic legal issues, statutory laws, and general operations in correctional institutions. The relationship between corrections and other components of the Criminal Justice System are examined as well as employment opportunities and entry requirements in the field of corrections.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000.

Codes

TOP Code (CB 03)

2105.10* - *Corrections

CIP Code

43.0102 - Corrections.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Examine and evaluate the conflicting sentencing philosophies of punishment versus rehabilitation.
2. Compare and contrast alternatives to incarceration, while examining the ethical disparities that disproportionately affect minorities in areas such as diversion, probation, and community corrections.

3. Investigate and assess the purpose, development, and history of jails from the first jail in the United States to present architecture and inmate management.
4. Appraise and judge the current prison system including stages of development, demographics of inmates in both state and federal custody, prisoner programs, organization and administration of the facilities.
5. Formulate and document the corrections staff rank structure, duties and assignments as well as staff issues such as stress, safety, job satisfaction, and professionalism.
6. Analyze and value the need and development of prisoner's rights in the prison system and the direct relationship of inmate rights and Constitutional guarantees.
7. Consider and differentiate between special inmate population issues in the prison system such as substance abusers, the mentally challenged, elderly inmates, as well as medical issues (STD, HIV).

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will be able to discuss the evolution of the correctional systems in the United States.
2. Students will be able to research various philosophies of sentencing and punishment, with a focus on examining the disparities that disproportionately impact minority communities.
3. Students will be able to define probation and parole and the role of each plays in the field of corrections.
4. Students will be able to explain the legal issues and liabilities that relate to offenders and correctional personnel.
5. Students will be able to compare and contrast the different types of correctional systems; public and private, federal, state, and local.
6. Students will be able to examine the Constitutional Amendments known as the Bill of Rights and assess the impact of each might have correctional systems and processes.
7. Students will be able to demonstrate an understanding of landmark case decisions and the impact these decisions have on correctional processes and/or procedures.

Program Learning Outcomes

Learning Outcome
1. Demonstrate the essential qualifications for employment in the criminal justice field to include the mastery of core criminal justice principles and the ability to think critically and to speak and write effectively.
2. Demonstrate an understanding of personal and civic responsibility as they apply to the criminal justice system.
3. Demonstrate a critical awareness of race, cultural diversity, and inequality as manifested in the criminal justice system both locally and nationally and apply these understandings to both study and practice. This includes identifying transformative forces generating social change on a micro and macro level.
4. Demonstrate the knowledge of ethical analysis, research, and practice in applying the law, as well as the ability to reason and think critically in the application of these principles and/or laws within the criminal justice field.
5. Demonstrate the competency to apply criminological theory, research methods, and appropriate technology to assess, evaluate, and address both current and future issues in the practice of criminal justice.
6. Demonstrate a meaningful understanding of how discretion permeates every phase of the criminal justice system and creates ethical dilemmas for criminal justice professionals.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Lecture Content

1. The Corrections System; focus on correctional policy, myths in corrections, high US crime rates.
 - a. The purpose of corrections; goals, interconnectedness of jails and prisons, population fluctuation and counts,
 - b. Corrections system today; the Federal Corrections system and reform,
 - c. Key issues in corrections; organizational management, working with people, thinking critically, and upholding social values.
2. Early history of correctional thought and practice; from the Middle Ages to the American revolution.
 - a. Galley slavery
 - b. Imprisonment
 - c. Early methods of execution
 - d. Transportation
 - e. Corporal punishment and death
 - f. Eye of reform
 - g. The enlightenment and correctional reform
 - i. Cesare Beccaria and the Classical School
 - ii. Jeremy Bentham and the "Hedonic Calculus"
 - iii. John Howard and the birth of the penitentiary
3. The History of Corrections in America
 - a. The Colonial Period
 - b. The arrival of the penitentiary
 - i. The Pennsylvania System
 - ii. The New York (Auburn) System
 - iii. Debating the systems
 - iv. Focus on Correctional policy: from Eastern State to Pelican Bay
 - c. The development of prisons in the South and the West
 - d. The Reformatory Movement
 - i. Cincinnati
 - ii. Elmira Reformatory
 - iii. Lasting reforms
 - e. The rise of Progressives
 - i. Individualized treatment and the Positivist School
 - ii. Progressive reforms
 - f. The rise of the Medical Model
 - g. From Medical Model to Community Model
 - h. The Crime Control Model: The pendulum swings again
 - i. The decline of rehabilitation
 - ii. The emergence of crime control
4. Contemporary Punishment
 - a. The purpose of corrections
 - i. Retribution (deserved punishment)
 - ii. Deterrence
 - iii. Incapacitation
 - iv. Rehabilitation
 - v. New approaches to punishment
 - vi. Criminal sanctions: A mixed bag?
 - b. Forms of criminal sanction
 - i. Three Strikes and You're Out
 - ii. Intermediate sanctions
 - iii. Probation
 - iv. Death
 - v. Forms and goals of sanctions
 - c. The sentencing process
 - i. Attitudes and values of judges
 - ii. The presentence report (PSI)
 - iii. Sentencing guidelines

- d. Unjust punishment
 - i. Sentencing disparities
 - ii. Wrongful convictions
- 5. The Law of Corrections
 - a. The foundations of correctional law
 - i. Constitutions
 - ii. Statutes
 - iii. Case law
 - iv. Regulations
 - b. Correctional law and the U.S. Supreme Court
 - i. The end of the hands-off policy
 - ii. Access to the courts
 - iii. The prisoner's rights movement
 - c. Constitutional rights of the incarcerated
 - i. The First Amendment
 - ii. The Fourth Amendment
 - iii. The Eight Amendment
 - d. The Fourteenth Amendment
 - i. Law and community corrections
- 6. The Correctional client
 - a. Types of clients
 - i. Situational client
 - ii. Clients with careers in crime
 - iii. Clients convicted of sex crimes
 - iv. Substance abusers
 - v. Clients with mental disabilities
 - b. Classifying people in the corrections system: Key Issues
 - i. Overlap and ambiguity in classification
 - ii. Offense classification and correctional programming
 - iii. Behavioral probabilities
 - iv. Sociopolitical pressures
 - v. Distinctions in classification criteria
- 7. Jails: Detention and short-term incarceration
 - a. The Contemporary Jail: Entrance to the System
 - i. Origins and evolution
 - ii. Population characteristics
 - iii. Administration
 - iv. The influence of local politics
 - b. Pretrial detention
 - c. The bail problem and alternatives
 - i. Release on recognizance
 - ii. Pretrial diversion
 - iii. Conduct during pretrial release
 - iv. Preventive detention
 - d. Issues in jail management
 - i. Legal liability
 - ii. Jail standards
 - iii. Personnel matters
 - iv. Jail crowding
- 8. Probation
 - a. The history and development of probation
 - i. Benefit of clergy
 - ii. Judicial reprieve
 - iii. Recognizance
 - iv. The modernization of probation
 - b. The Organization of probation today

- c. The dual functions of probation: Investigation and Supervision
 - i. The investigative function
 - ii. The supervision function
- d. The effectiveness of supervision
 - i. Is probation effective regardless?
- e. Revocation and termination of probation
- 9. Incarceration
 - a. The goals of incarceration
 - b. The design and classification of prisons
 - i. Today's designs
 - ii. The location of prisons
 - iii. Private prisons
 - c. Who is in prison?
 - i. The elderly
 - ii. People with mental illness
 - iii. Military veterans
 - iv. Individuals with long-term sentences
- 10. The prison experience
 - a. Prison society
 - i. Norms and values
 - ii. Prison subcultures: Deprivation or Importation?
 - iii. Adaptive rules
 - b. The prison economy
 - c. Violence in prison
 - i. Violence and inmate classification
 - ii. Prisoner-prisoner violence
 - iii. Prisoner-officer violence
 - iv. Officer-prisoner violence
 - v. Ways to decrease prison violence
- 11. The incarceration of women-the forgotten offenders
 - a. Historical perspective
 - i. The incarceration of women in the United States
 - ii. The reformatory movement
 - iii. The post-World War II years
 - b. Women in prison
 - i. Characteristics of women in prison
 - ii. The subculture of women's prison
 - iii. Male versus female subcultures
 - c. Issues in the incarceration of women
 - i. Sexual misconduct
 - ii. Educational and vocational programs
 - iii. Medical services
 - iv. Mothers and their children
- 12. Release from incarceration
 - a. Origins of Parole
 - b. Release mechanisms
 - i. Discretionary release
 - ii. Mandatory release
 - iii. Probation release
 - iv. Other conditional release
 - v. Expiration release
 - c. The organization of releasing authorities
 - i. Consolidates versus autonomous
 - ii. Field services
 - iii. Full time versus part time
 - iv. Appointment

- d. The decision to release
 - i. The discretionary release process
 - ii. Structuring parole decisions
 - iii. The impact of release mechanisms
- e. Release to the community
 - i. Revolving doors?
- 13. Making it: Supervision in the community
 - a. Overview of the Postrelease function
 - i. Community supervision
 - ii. Revocation
 - iii. Careers in Corrections
 - b. The structure of community supervision
 - c. Residential programs
 - d. The experience of postrelease life
 - i. The strangeness of reentry
 - ii. Supervision and surveillance
 - iii. The problem of unmet personal needs
 - iv. Barriers to success
 - e. The person on parole as “dangerous”
 - f. The elements of successful reentry
 - g. Postrelease supervision
 - i. How effective is postrelease supervision?
 - h. What are the postrelease supervision’s prospects
- 14. Race, Ethnicity, and Corrections
 - a. Race in the Correctional context
 - b. The concepts of race and ethnicity
 - c. Visions of race and punishment
 - i. Differential criminality
 - ii. A racist criminal justice system
 - iii. A racist society
 - iv. Incarceration and inequality
 - d. Which is it? Race or racism?
 - e. The significance of race and punishment
- 15. The Death penalty
 - a. The debate over capital punishment
 - b. The death penalty in America
 - i. Death row population
 - ii. Public opinion
 - c. The death penalty and the Constitution
 - i. Key U.S. Supreme Court decisions
 - ii. Continuing legal issues
 - d. Individuals on death row
 - i. Who is on death row?
 - ii. Where was the crime committed?
 - iii. Who was the prosecution?
 - iv. Was race a factor?
 - e. A continuing debate
- 16. Immigration and Justice
 - a. Illegal immigration
 - i. Immigration history
 - ii. Types of immigrants under the law
 - b. The immigration justice system
 - i. Policing
 - ii. Courts
 - iii. Corrections
 - c. Issues in immigration justice

- i. Immigration and crime
- ii. Immigration and terrorism
- iii. Children and families of undocumented immigrants
- iv. Cooperation with local authorities

Methods of Instruction

Method

Discussion

Integration

Group discussions will facilitate a comparison examining contrasting correctional issues. For example, one of the topics discussed may be the issue of justice being fair during the sentencing phase of minority individuals. Do minorities receive fair treatment when it comes to bail, trial proceedings, sentencing, and incarceration?

These discussions, guided by faculty, will draw upon topics covered in the Introduction to Criminal Justice course, analyzing how they intersect with societal groups and institutions. This approach aims to foster critical thinking, deepen understanding of judicial concepts and theories, and reinforce classroom learning.

Students will have the opportunity to demonstrate their proficiency in public speaking, critical analysis, and integration of course material during these discussions. For instance, they may engage in dialogue about their comprehension of court proceedings. These discussions can occur in various formats, such as small or large groups, synchronous or asynchronous settings, and utilizing diverse multimedia resources such as closed-captioned videos, journals, prerecorded audio/visual materials, or online discussion forums within the course management system (CMS).

DE Adaptations for MOI

Discussions can be adapted via accessible virtual chat or using built-in features of a course management system. For example, student to student interactions can be facilitated using thematic discussion boards, peer review, and group assignments. Student to instructor discussions can be facilitated via email or within the comment section of assignment submission. Class participation in discussions will encourage additional comprehension of the course material and allow students to examine and describe the components of the correctional system. Discussion exercises encourage students to work together to identify how sensitive issues regarding the disparity of justice can impact both the prison environment as well as the communities. This will be accomplished through regular use of the discussion area in CMS, or through the use of chat, conversations, or group features. All instructional delivery methods will meet accessibility requirements.

Method

Lecture

Integration

Lecture will be used to illustrate, explain, and reinforce judicial concepts and theories as they relate to the practice, implementation, interpretation, and application of correctional theory. For example, lectures can include an overview of criminology theories relevant to studying correctional science, e.g. the safe management of housing violent offenders/including the penal code, constitution bill of rights, landmark legal cases.

DE Adaptations for MOI

Online courses will include lectures on course content. Lectures can be delivered synchronously through video conferencing software or asynchronously through the CMS. Presentation materials such as accessible digital slide presentations, closed caption videos, or links to external articles may be incorporated to supplement lectures and made available to students within the CMS.

Method

Papers and Reports

Integration

Papers/essays should be prepared based on the identification of assigned issues related to a diverse community, understanding of correctional theories and concepts, ability to analyze and demonstrate critical thinking, and the ability to apply concepts and/or theories related to topics described in course content.

Papers serve as exercises in which students demonstrate the ability to comprehend theories related to the application of corrections in a diverse society. These papers will address how correctional officers interact with staff, and inmates varying in race/ethnicity,

social class, etc., and gender to the implementation of laws, rules, and policies. For example, students may be asked to explore how courts sentence minorities more harshly than those who are not from a recognized minority group.

DE Adaptations for MOI

Papers/essays administered in DE format will use the CMS functions to facilitate student submissions. Evaluation feedback of paper/essays will be provided for students in a timely manner using gradebook, live stream or video conferencing software, inbox messaging, or other functions available through the CMS. All papers/essays, submissions, and feedback must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Method

Visiting Lecturers

Integration

Visiting lecturers may speak and/or offer a presentation on a topic covered in the Introduction to Correctional Science course content. Guest speakers in the field of police, courts, sheriff, jails, private security, and prisons, or other content specialists may offer presentations face-to-face or through CMS or other video conferencing platform (ex. Google Hangouts, Skype Video, Blab, Periscope or other live streaming platform). Presenters should provide information on the type of services offered by their organization, what its missions and visions are, and how the agency or their personal experience serves the community. Faculty should facilitate post-presentation debriefing to help students make connections between information presented and legal concepts and theories (encompassing but not limited to functionalism, conflict, symbolic interactionism, racial formation, and/or gangs). Post-presentation debriefing may be administered through CMS or video conference software and will meet all accessibility requirements.

DE Adaptations for MOI

Visiting lecturers may speak and/or offer presentations on various topics covered in the Introduction to Correctional Science course content (including but not limited to judicial theory, crime, racism, education, violence) through a video conferencing platform or through a pre-recorded presentation that can be uploaded and made available by using accessible tools to students in the CMS. Faculty can facilitate a debriefing discussion through the video conferencing platform's chat feature or through a discussion board function in the CMS. All methods of instruction will meet accessibility requirements.

Methods of Evaluation

Method

Exams/Tests

Integration

Exams and/or tests will formatively cover the major content of the course content. A combination of multiple choice, true/false, or short answer questions may be included. Exams/test will be evaluated based on a demonstration of identification, understanding, and application of various components related to correctional practices, social values, history of incarceration, contemporary punishment, the sentencing process, the laws of corrections, and incarceration experience but not limited to, race and gender as it relates to eyewitness identification or wrongful convictions. For example, exams/tests may be used to assess a student's ability to identify the basic concepts of community supervision.

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered, graded, and evaluated through CMS. Exams/tests will be evaluated based on the demonstration of identification, understanding and application of major topics as described in course content in alignment with learning objectives. Exams will be administered in an equitable fashion in true or false, multiple choice, fill-in-the-blanks, and short answers questions. This provides an equitable opportunity for all students. Exams will be submitted to the online grading system within the CMS. Exams will be graded, be evaluated based on accuracy and completeness and students will receive feedback within 2 weeks, via the grade book, chat, or other accessible conferencing tools. All methods of evaluation will meet accessibility requirements.

Method

Group Projects

Integration

The class will be required to complete a research project on a selected topic related to correctional science and/or the criminal justice system in the United States. The research project will be evaluated on the student's ability to complete and submit a thorough evaluation of the assigned topic. The student will also be evaluated on their writing skill as well as their adherence to the APA/MLA format in their completed research assignment. This comprehensive evaluation ensures students demonstrate not only their understanding of the subject matter but also their ability to effectively communicate their findings in a scholarly manner.

DE Adaptations for MOE

Group or individual projects will be assigned and submitted through the course management system (CMS). Students can communicate with peers and the instructor through the discussion boards and inbox of the CMS. The student will also be evaluated on their writing skill as well as their adherence to the APA/MLA format in their completed research assignment. Students may be required to present their results through the creation of a slide presentation, a written report, or a live video conference and the presentations may be made available to the entire class, with student approval, through the CMS. Research projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided within 2 weeks either through comments posted on the assignment or within an accompanying rubric. Adherence to accessibility standards will be rigorously maintained by the instructor throughout all stages of the project.

Method

Homework

Integration

At the end of each chapter, students will be required to answer selected essay questions to assess their understanding of the material (e.g., what is the difference between probation and parole?). Responses will be evaluated based on the depth of comprehension demonstrated through the formulation of the answer. Additionally, students must apply properly cited sources to support their responses, ensuring thorough research on the topic.

DE Adaptations for MOE

Students will complete homework assignments on topics such as equitable sentencing, sentencing process, classification process, inmate rights, analyzing how the Fourth and Eighth Amendments to the U.S. Constitution impact prison procedures. These assignments will assess students' ability to research, evaluate the topic, and effectively apply course material in their responses. Periodic homework will measure students' understanding of the course content and will be graded on accuracy and completeness. Assignment questions will be posted in the CMS's assignment or discussion areas, and students will submit their completed work via the CMS for instructor review and grading. Feedback will be provided through the CMS, including via the grade book, chat, or other video conferencing tools within two weeks. All methods of evaluation will meet accessibility requirements.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Write a response to a selected essay question from the assigned textbook. Sample questions: "Which Supreme Court decisions are most significant to corrections today?" What effect has each had on correctional institutions?" Or write a research paper on an assigned U.S. Supreme Court landmark case: "What are the legal issues discussed in *Hudson v. Palmer* 468 U.S. 517 (1983)? How has the case impacted the job of correctional officers and freedoms that inmates currently possess? This paper can/will be completed in-class with instructor guidance, and needs to be cited and formatted using the MLA/APA style guidelines and will be evaluated on content, accuracy, and completeness. Students will prepare the work either with an electronic device and submitted via the CMS or on paper and submitted in class.

How assignment will be adapted in online format

This assignment may be administered, submitted, and assessed entirely through the course management system (CMS) to accommodate online learning. All course materials, including assignment instructions, supplementary resources, website links, etc., will be made accessible to students via the CMS.

Students will submit their assignments through the CMS, and instructors will provide feedback within two weeks of submission. Instructors will utilize a standardized rubric, provided alongside each assignment, to evaluate student work. This published rubric outlines clear criteria and expectations, ensuring a transparent and consistent assessment process. By referencing the rubric, instructors can objectively measure students' performance based on specific elements required in the assignment, offering students structured feedback to guide their improvement. Feedback will be delivered through the grade book function, messaging, or other confidential communication channels within the CMS.

It is imperative that all course materials and communications adhere to accessibility guidelines to ensure inclusivity for all students.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Read and analyze the section of the text, specially: Chapter 2, the early history of correctional thought and practice, Chapter 3, the arrival of the penitentiary, Chapter 4, the purpose of corrections, the sentencing process, and unjust punishment, Chapter 5, the foundations of correctional law, Chapter 8, probation, and effectiveness of supervision, Chapter 10, incarceration, and classification, Chapter 11, the prison experience, Chapter 13, origins of parole, and the decision to release, Chapter 19, three concepts of race and ethnicity, visions of race and punishment, and a racist society, and Chapter 20, the death penalty debate in America, the death penalty and the Constitution, and the continuing debate revolving around the death penalty. At the instructor's discretion they may assign a specific section of the textbook from one or more of the above noted sections for deeper analysis, study, and discussion. Following the reading, either individually or in small groups prepare to discuss the researched topics. Specifically, explore how these topics relate and are interconnected complements of law enforcement and contribute to the judicial process. Once you have completed your reading write a 2-page analysis addressing the chosen topic. Your analysis will be written in APA or MLA formatting and does not need to include sources other than the readings provided. Your responses will be evaluated on both your comprehension of the material and your ability to critically engage with the ideas presented in the readings.

How assignment will be adapted in online format

The reading assignment and subsequent discussions will be assigned, submitted, and graded through the course management system (CMS). Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Instructors will utilize a standardized rubric, provided alongside each reading assignment, to evaluate student work. This published rubric outlines clear criteria and expectations, ensuring a transparent and consistent assessment process. By referencing the rubric, instructors can objectively measure students' performance based on specific elements required in the assignment, offering students structured feedback to guide their improvement. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a reflective research paper consisting of approximately 1,200 to 1,500 words, detailing your experience in the class thus far. The first Reflection assignment should address the topics discussed in the first few weeks of the semester, which include correctional

practice, the interconnectedness between jails and prisons, early history of corrections, contemporary punishment-including the five pillars of punishment (Retribution, Deterrence [specific and general deterrence], Incapacitation, Rehabilitation, and Restitution). Utilize the course content as a foundation for your reflections, demonstrating your comprehension of the material covered."

Guidelines:

1. Reflect on the topics covered in the course up to this point.
2. Provide insights into your personal experiences and observations related to the course material.
3. Discuss any challenges faced and how you overcame them.
4. Offer critical analysis and evaluation of key concepts and theories introduced in the course.
5. Support your reflections with references to specific examples or evidence from the course content.
6. Ensure clarity, coherence, and organization in your writing.

How assignment will be adapted in online format

This assignment will be administered, submitted, and assessed entirely through the course management system (CMS) to accommodate online learning. All course materials, including assignment instructions, supplementary resources, website links, etc., will be made accessible to students via the CMS.

Instructors will utilize a standardized rubric, provided alongside each assignment, to evaluate student's written assignments. This published rubric outlines clear criteria and expectations, ensuring a transparent and consistent assessment process. By referencing the rubric, instructors can objectively measure students' performance based on specific elements required in the assignment, offering students structured feedback to guide their improvement.

Students will submit their assignments through the CMS, and instructors will provide feedback within two weeks of submission. Feedback will be delivered through the grade book function, messaging, or other confidential communication channels within the CMS.

It is imperative that all course materials and communications adhere to accessibility guidelines to ensure inclusivity for all students.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

You will participate in online discussion boards through the course management system (CMS), which are an integral part of your learning experience. Each discussion will focus on a specific topic or prompt related to course content, encouraging you to engage critically with the material. For each discussion, you are required to:

1. Craft a Thoughtful Response: Your post should demonstrate a clear understanding of the topic and apply relevant concepts and research. Make sure your response is thoughtful, well-organized, and backed by evidence where applicable.
2. Engage with Peers: After submitting your post, you must read and respond to other students' posts. This peer interaction is essential for promoting a deeper exchange of ideas, allowing you to consider different viewpoints and refine your own perspectives. The discussion boards serve as more than written exercises. They are dynamic forums for exchanging ideas and developing a collaborative learning environment. Your posts will help bridge online discussions with in-class or live sessions, where your instructor may explore these topics further.

A discussion prompt may ask you to reflect on the rising costs of incarceration.

"With the increasing financial burden of incarceration on taxpayers, do you believe that keeping people locked up is worth the investment? Why or why not? Support your response with data or research."

In this assignment, you would:

1. First post your individual response, presenting your argument based on facts, figures, and critical analysis of the topic.
2. Then, engage with your classmates' posts by responding to differing viewpoints or offering additional insights.

These interactions foster rich discussions that enable you to develop a well-rounded understanding of the issue while encouraging debate, critical thinking, and evidence-based reasoning.

Goals of Discussion Posts:

1. Practice articulating your understanding of complex topics.
2. Engage in constructive dialogue with peers.
3. Develop a deeper appreciation for multiple perspectives.
4. Prepare for further exploration of these topics in classroom discussions.

By regularly contributing to the discussion boards, you will enhance your analytical and communication skills, better preparing you for both in-class discussions and real-world applications of course content.

How assignment will be adapted in online format

Through the CMS, students will respond to discussion board prompts related to correctional practices. In addition to posting their own responses, students are required to engage with their peers by replying to other students' posts. All posts should be submitted via the CMS discussion area, and students will receive instructor feedback through the grade book, messaging, or other communication channels within two weeks. Instructors will utilize a standardized rubric, provided alongside each assignment, to evaluate student work. This published rubric outlines clear criteria and expectations, ensuring a transparent and consistent assessment process. By referencing the rubric, instructors can objectively measure students' performance based on specific elements required in the assignment, offering students structured feedback to guide their improvement. Discussions will be evaluated based on content quality, relevance, and accuracy, and must comply with accessibility standards.

Course Materials

Textbooks

American Corrections 13th Edition, Todd Clear/Michael Reisig/George Cole, Cengage Publishing (2021), ISBN # 978-0357456538
Schmallegger, F., Smykla, J (2016). Corrections in the 21st Century, 8th Ed. McGraw Hill. ISBN: 9781259824012
Siegel, L., Bartollas, C (2018). Corrections Today 4th Cengage Publishing . ISBN: 9781337091855
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Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course revision emphasizes diversity and inclusion by incorporating explicit language addressing race, gender identity, sexual orientation, and cultural differences in both course materials and discussions. It encourages awareness of diverse perspectives, particularly in the context of public awareness of correctional practices. The curriculum highlights the importance of including diverse voices in discussions and research, fostering participation from students of various genders and racial backgrounds. Students will explore the history of correctional practices, sentencing, reentry discrimination, and justice disparities, with a focus on understanding effective communication with diverse populations. The course also encourages critical examination of sensitive issues, such as the treatment of women in prison and the application of the death penalty, to promote thoughtful conclusions about fairness in justice.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The course is designed to ensure equitable access and participation for diverse learners. Discussion boards offer two formats—student-to-professor and student-to-student—promoting equal engagement opportunities. Students can access learning resources and schedule 1-on-1 sessions with the professor via accessible video conferencing software for personalized support.

To meet various learning preferences, the curriculum includes multiple media formats, such as accessible video and live video conference lectures, with recorded sessions for flexibility. Asynchronous discussions allow all students to participate, and course materials, including slide presentations, are available on the CMS for easy access. Exams are administered fully online, with various assessment formats (multiple choice, short answer, essay) to accommodate different learning styles and abilities, all in line with accessibility guidelines.

Instructor feedback is provided promptly through the CMS, offering ongoing support. The course uses the latest texts and fosters student reflection on equitable treatment within their communities, encouraging a culture of inclusivity and respect.

Interactions

Explain how the course will incorporate student-to-student interaction.

The course promotes student-to-student interaction through various collaborative methods and activities. Group discussions serve as a form of evaluation, allowing students to engage with peers, share interpretations, and ask questions, fostering deeper understanding and collaboration. Group activities, such as researching and reporting on topics like prison conditions and alternative sentencing, encourage collaborative learning.

Breakout rooms, small group discussions, and online posts further enhance peer-to-peer interaction and help build a classroom community. Students also work in small groups, both online and in-class, to develop presentations from theoretical perspectives,

engaging in critical discussions and applying concepts collaboratively. These activities aim to improve understanding, fluency, and community-building among students.

Explain how the course will incorporate instructor-to-student interaction.

The course emphasizes instructor-to-student interaction to enhance student learning and engagement. The instructor introduces material, clarifies concepts, and demonstrates problem-solving techniques to aid comprehension. Assignments are evaluated using rubrics, and timely feedback is provided to support student progress. The instructor moderates discussions on complex topics, such as the sentencing process, guiding conversations and modeling critical thinking, with a focus on intersectionality and sociohistorical factors.

Students are encouraged to connect course content to real-world observations for deeper understanding. Feedback is delivered through video conferencing, the CMS, or individual meetings, ensuring personalized support and guidance.

Explain how the course will incorporate student-to-content interaction.

The course enhances student-to-content interaction through a variety of activities and instructional methods aimed at deepening engagement with course materials. Using discussion forums, video-conferencing breakout rooms, and in-class discussions, students are encouraged to apply legal decisions, analyze their impact on corrections, and form personal opinions on the outcomes.

The content is presented through diverse methods, including lectures, group activities, visual and virtual demonstrations, and experiments, ensuring multiple ways to explore the material. For example, students might select a constitutional amendment, interpret its original intent, and analyze its modern impact on corrections. These activities foster critical thinking, reflection, and the ability to connect sociological concepts to everyday life.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course emphasizes the development of metacognitive skills, encouraging students to engage in self-reflection and critical thinking regarding how course material relates to their lives. Metacognition involves understanding both the content and one's own thinking processes. Students are prompted to reflect on experiences involving data-driven decisions and consider the practical application of newly acquired concepts, deepening their understanding of the material's relevance to personal and professional contexts.

The course promotes flexible thinking and the consideration of diverse perspectives, particularly concerning the judicial system and incarceration. Through discussions, activities, assessments, and writing tasks, students are challenged to examine their biases and explore alternative interpretations of legal concepts. Regular self-reflection opportunities, such as weekly discussion posts and written assignments, reinforce learning and allow students to assess their understanding and identify areas for improvement.

The ultimate goal of this metacognitive approach is to empower students to become more aware of their learning processes and develop effective strategies for learning and critical thinking that extend beyond the classroom. By honing these skills, students are better prepared to navigate complex concepts and apply their learning in various academic and professional contexts.

Key: 985