



## CRIJ 3330 – Community Corrections – Fall 2019

Instructor: Samantha Tjaden

<b>Course and Contact Information</b>	
<b>Class Time and Location:</b>	Online
<b>Office:</b>	VIA E-mail
<b>Office Hours:</b>	M-F 7-9
<b>Email:</b>	Samantha.tjaden@tamuct.edu – when emailing, always identify yourself and the course number. In general, when communicating electronically, you should use complete sentences and be very clear about what you are asking or saying to avoid miscommunication.
<b>Phone:</b>	Mobile: 214-213-2074 – if texting or leaving voicemail, please identify yourself and the course number. I do not regularly check or answer my office phone.
<b>Preferred Mode of Communication:</b>	I prefer emails to phone calls, unless absolutely necessary. Text messages are acceptable as well. Do not call or text after 9pm.

### Course Information

#### CATALOG DESCRIPTION:

A study of the philosophy, administrative procedures, and operational techniques used in the community based treatment and supervision of offenders.

#### EXPANDED COURSE DESCRIPTION:

Although the current “get tough” attitude has brought about an increased state and federal prison population, the largest segment of offender population is supervised through probation, parole, and other community based programs. Whether the students aspires to work in a corrections related profession or desires to better understand the forms of correctional supervision, this course provides an overview of community based correctional programs. The course reviews the history of probation, parole, and intermediate sanctions together with the effectiveness of these community based programs. The decision and selection process in granting these correctional options is also reviewed. The organization and administration of community based programs is examined. The conditions imposed by the court are discussed together with

procedures dealing with modifications, revocations, and terminations. Legal issues affecting both offenders and the corrections officers are examined and discussed.

**COURSE OBJECTIVES:**

- 1) Students will demonstrate writing skills appropriate to the discipline of Criminal Justice.
- 2) Students will demonstrate proficiency in the use of technology appropriate to the discipline of Criminal Justice.
- 3) Students will understand and value the ethics of Criminal Justice.
  - a. Demonstrate an understanding of ethical issues in community-based programs.
- 4) Students will demonstrate multi-cultural awareness and respect for cultural diversity.
- 5) Students will understand key concepts of Criminal Justice.
  - a. Students will demonstrate an understanding of the purpose of correctional agencies and programs.
  - b. Students will demonstrate an understanding of the history of probation, parole and other community-based programs.
  - c. Students will demonstrate an understanding of the purposes and elements of the presentence investigation report.
  - d. Students will demonstrate an understanding of the procedures and practices of the various community-based programs.
  - e. Students will demonstrate an understanding of the various conditions imposed by the courts and the special programs designed to carry out those conditions.
  - f. Students will demonstrate an understanding of major U.S. Supreme Court cases pertaining to probation, parole and juvenile justice.
- 6) Students will apply key concepts to Criminal Justice create operational strategies and formulate justice policy.

**REQUIRED TEXTBOOK(S):**

Alarid, L.F. (2018). *Community-based corrections* (12<sup>th</sup> edition). Wadsworth Cengage Publishing. ISBN: 978-1-305-63372-8 ISBN Loose-leaf edition: 978-1-305-65941-4

**SUPPLEMENTARY MATERIALS:**

Supplementary materials may also be required; these will be in the form of articles, videos, websites, and documents used in community corrections practices.

**ACADEMIC DISHONESTY:**

Academic dishonesty will not be tolerated. To insure you comply with the standards of academic integrity set forth by TAMUCT, please read the following information, and follow the links. By now you should all understand what plagiarism is and is not. If you are unsure, please follow the link provided and read all material on the subject. **Any student caught plagiarizing will receive a 0 (zero) for that assignment and may be referred to the university for further discipline.**

Academic Integrity	Texas A&M University - Central Texas expects all students to maintain high standards of personal and scholarly conduct. Students found responsible of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty and report the incident to the Associate Director of Student Conduct. More information can be found at <a href="http://www.tamuct.edu/departments/studentconduct/facultyresources.php">http://www.tamuct.edu/departments/studentconduct/facultyresources.php</a> .
Plagiarism	Plagiarism is a form of academic dishonesty. Plagiarism, most simply defined, is not properly crediting your sources of information through the use of textual citations and the provision of a works cited list. If something is not your own original idea, thought, words, or the product of your original data collection and analysis, you need to cite your source in the text. You may expand on work you have submitted in other classes. If you would like to do so, please contact me to discuss the terms. To learn more about plagiarism, please visit <a href="https://owl.english.purdue.edu/owl/resource/589/02/">https://owl.english.purdue.edu/owl/resource/589/02/</a>

**MODE OF INSTRUCTION AND COURSE ACCESS:**

This course is fully online and uses the TAMUCT Canvas system. To be able to successfully complete this course, the student must have reliable and frequent access to a computer and to the Internet. In addition, the student must be able to access Canvas.

**In addition, you must claim and use your university email.** All announcements made in Canvas will also be emailed to students – these emails only go to university email accounts. The same applies to all university-level announcements. You may miss out on vital announcements and information if you do not check your university email regularly. You can have your university email forwarded to your personal email.

**ACCESSING CANVAS:**

- Logon to <https://tamuct.instructure.com/> to access the course
- Username: your MyCT username (xx123 or everything before the “@” in your MyCT email address)

- Initial password: MyCT password
- Select Institutional Corrections from the course list

*Technology issues are not an excuse for missing a course requirement. Make sure your computer is configured correctly and address issues well in advance of deadlines.* If you have problems with your personal computer and/or Internet, you have access to the computer lab in Warrior Hall (room 104). Operating times and days can be found on the TAMUCT website.

#### **TECHNOLOGY SUPPORT:**

For technology issues, students should contact Help Desk Central. 24 hours a day, 7 days a week:

- Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)
- Phone: 254-519-5466
- Web Chat: <http://hdc.tamu.edu>

*When calling for support please let your support technician know you are a TAMUCT student.*

For issues related to course content and requirements, contact your instructor.

#### **STUDENT-INSTRUCTOR INTERACTION:**

Since this is an online class, most communication between the instructor and students will be electronic in nature; however, all students are welcome and encouraged to attend office hours or make an appointment for an office visit.

I will be checking and replying to student emails on a daily basis - students should expect a response within 24 hours during the week. Emails sent on a weekend will be responded to the following Monday, unless it is a holiday. Deviations from this will be announced on Canvas. During office hours, emails will be responded to more quickly, and Canvas chat, Skype, Facetime, or some other method of communication can also be utilized if pre-arranged. If the answer to a student question applies to all students, an announcement will be made to the entire class.

There will be a discussion board available for students to post general questions that will be checked and responded to on a regular basis – students should expect a response within 48 hours. This is highly recommended for general questions (for example, what chapters will be covered on an exam), so that all students in the class may benefit from the answers.

#### **Conduct:**

Mastery of course content is greatly enhanced through professional conduct in the classroom. Although this is an online class, professional conduct must still be observed

in your written communication. You will be expected to conduct yourself in a professional manner at all times in this class. As in many criminal justice and social science courses, the issues of racial and ethnic diversity must be considered part of the course content. In addition, topics may come up in class that not everyone will be comfortable with or agree upon. Civility and courtesy to everyone in the class, including the instructor, is expected. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Incivility or discourtesy to anyone in the class will not be tolerated and may result in your expulsion from the course.

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### Required Course Work:

I. Discussions	0-25 points, for a total of 400 points
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There will be sixteen (16) discussion topics posted in Canvas throughout the semester.

**In order to properly answer the discussion questions/prompts, you will be required to read or view additional material. These additional materials will be posted with the discussion question/prompt. You will earn points for your submission if you answer discussion questions/prompts on time, adequately, and completely.** Students are required to post their initial response (typically about one-half page, single-space type) to the issue and comment on a minimum of two other student responses. Students may respond to more than two student responses, but are required to respond to a minimum of two.

**Quality of Discussion Posts: The responses to other student posts are usually only a few sentences. Some students provide very well-thought-out, comprehensive answers to each question, along with thoughtful responses to other student answers. However, many students provide only a cursory answer (2 or 3 lines) for their initial response and follow-up with “I agree....” or “I disagree....” responses to other student answers. This is not acceptable. I expect to see substantive responses, approximately one-half page to the Blackboard discussion question for an initial response from a student. The two comment responses that you are required to make do not have to be lengthy, but more substantive than 5-6 words of “I agree with you on that.” Students should provide support for their opinions, pro or con, with appropriate reference citations tied to the respective course materials, websites, etc. The discussion question will typically be posted by Sunday at midnight; you will be required to post your response by Sunday of the same week, no later than midnight.**

Proofreading your discussion board postings will also increase readability for others; you should also be checking for grammar, spelling, and content to make sure others

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would understand your point. In addition, please make discussion postings relevant to the topic under discussion.

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**Grading criteria for Canvas discussions:**

<b>10 or below – Unacceptable</b>	Does not meet the intent of the assignment; student does not reply to other students' responses
<b>15 – Acceptable/Weak</b>	Meets the intent of the assignment, but lacks detail, clarity, or specifics
<b>20 – Acceptable</b>	Meets the intent of the assignment; shows understanding of class content
<b>25 – Excellent/Superior</b>	Meets the intent of the assignment and goes beyond the required/expected performance; e.g., bringing in outside resources; provided detailed and specific examples of concepts and ideas being discussed

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**II. Writing Assignments                      0-100 points, for a total of 500 points**

Students will be responsible for completing five (5) writing assignments. The assignments will be posted on Canvas – due dates are listed in the course calendar. These writing assignments are intended to require you to engage in critical thinking and logical reasoning as well as to further assist you in developing your written communication skills.

**WRITING ASSIGNMENTS MUST MEET THE FOLLOWING CRITERIA:**

- 2-4 pages in length; double-spaced; 12-pt. font
- Grammatically correct and free from proofreading errors
- Paragraph, narrative format; 3<sup>rd</sup> person speech, unless otherwise specified
- Must be completed in Microsoft Word and uploaded in the Assignments section of Canvas. No other method of submission will be accepted.
- At least two (2) outside sources (beyond the course textbooks or notes) must be used for each assignment; sources must be appropriately cited in text and in a reference section as per APA standards. Information on APA formatting for citations and reference lists can be found on the Canvas homepage for this course.

**WRITING ASSIGNMENT TOPICS:**

The order of submission does not matter.

Topic 1:

Community corrections can differ between states and even between jurisdictions within the same state. Survey the following websites:

- <https://www.ncdps.gov/Adult-Corrections>
- <http://www.oregon.gov/doc/pages/index.aspx>

Identify the key similarities and differences between the community corrections programs/philosophies of these two states. Are there significant differences? Which state's program seems most useful for reducing recidivism or keeping people out of prison? Why? For this assignment, I have provided you two sources; make sure to cite them properly, as well as any other sources used.

Topic 2:

Develop an argument either for or against increased use of community corrections.

Topic 3:

Imagine that you have just been released from prison after a five-year term for a non-violent offense. What are the first things you would do? What problems do you expect to face? Note: this essay may be written in first person.

Topic 4:

It is said that probation officers tend to take a social work approach in dealing with offenders and parole officers tend to take a law enforcement approach. How might these differences in approach be explained? Support your answer.

Topic 5:

Develop an argument arguing either for or against the abolition of parole.

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#### **Grading Criteria for Writing Assignments**

##### **Content – up to 75 points**

Does the paper cover the topic adequately and appropriately? Were all sides presented, including counter arguments? Is the topic appropriate to the assignment/course? Is the level of thought, logic, and reasoning appropriate to the level of the course?

##### **Mechanics – up to 25 points**

Grammar, spelling, and vocabulary are appropriate for the level of the course. Proper use of APA format for citations and reference list

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#### **III. Course Reaction Essay**

**0 to 100 points, for a total of 100 points**

Each student will be responsible for completing a course reaction essay by the end of the semester. For this assignment, the student should think critically about the content presented in the course as a whole. This essay should reflect a careful consideration about what you think or feel about what you have learned in this class.

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While you are reading and going through your coursework, think about the following questions:

- How do you feel about what you are reading?
- What do you agree or disagree with?
- Can you identify with the situation?
- Are you for or against the point(s) discussed?
- Do you have something to add about the issue chosen?
- How do you evaluate the situation in general?

Requirements for course reaction essay:

- 3-5 pages in length
- Double-spaced
- 12-pt. font
- New Times Roman, Calibri, or Arial font
- Grammatically correct and free from proofreading errors
- Paragraph, narrative format; 3<sup>rd</sup> person speech, unless otherwise specified
- Must be completed in Microsoft Word and submitted as an attachment in the “Assignment” section in Canvas for this course
- If sources are used (e.g., the textbook), each source must be appropriately cited in text and in a reference section as per APA standards
- No title page is necessary – put your name in a header on every page and a title on the first page

In addition, read the grading criteria for the essays before submitting your assignment. If you need assistance with this assignment, please ask. I will be happy to read and comment on your early drafts (must be submitted at least 5 days before the due date). I cannot help you if I do not know that you need help.

**Grading Criteria for Course Reaction Essay:**

Content	75 points	Does the paper cover the topic adequately and appropriately, is the topic appropriate to the assignment/course, is more than one side presented, are counter arguments raised and refuted. Is the level of thought, logic, reasoning, and vocabulary appropriate to the level of the course
Mechanics	25 points	grammar, spelling, word usage, proofreading, use of APA format

**There are no optional assignments for extra credit and late discussion posts or writing assignments are not accepted.**



**Grading Criteria Rubric and Conversion:**

Final course grades will be assessed on the following scale:

Assignment	Points	My Grade
Discussions	400 (16x25)	
Writing Assignments	500 (5x100)	
Course Reaction Essay	100	
<b>Total</b>	<b>1000</b>	

POINT SCALE	LETTER GRADE
895-1000	A
795-894	B
695-794	C
595-694	D
0-594	F

**Course Calendar:** Subject to revision, if necessary, during the semester. All assignments are located and should be submitted in Canvas. **Videos, articles, and websites listed in the calendar can be found in the “Additional Resources” tab in Canvas.**

Week of	Description	Reading/Assignments
Aug 26	Introduction to the course Review of syllabus  <b>You must have your textbook by next week</b>	<b>Reading:</b> Syllabus Common writing issues  <b>Assignments</b> (due by midnight on Sep 1): Discussion 1
Sep 2	Overview of community corrections	<b>Reading:</b> Chapter 1  <b>Assignments</b> (due by midnight on Sep 8): Discussion 2
Sep 9	History of probation	<b>Reading:</b> Chapter 2  <b>Assignments</b> (due by midnight on Sep 15): Discussion 3 Writing Assignment 1
Sep 16	History of parole and mandatory release	<b>Reading:</b> Chapter 3  <b>Assignments</b> (due by midnight on Sep 22): Discussion 4

Sep 23	Pretrial supervision, sentencing, and the pre-investigation report	<p><b>Reading:</b> Chapter 4</p> <p><b>Assignments</b> (due by midnight on Sep 29): Discussion 5 Writing Assignment 2</p>
Sep 30	Case management using risk/needs/responsivity	<p><b>Reading:</b> Chapter 5</p> <p><b>Assignments</b> (due by midnight on Oct 6): Discussion 6</p>
Oct 7	Supervision and treatment for offenders with special needs	<p><b>Reading:</b> Chapter 6</p> <p><b>Assignments</b> (due by midnight on Oct 13): Discussion 7 Writing Assignment 3</p>
Oct 14	Community supervision modification and revocation	<p><b>Reading:</b> Chapter 7</p> <p><b>Assignments</b> (due by midnight on Oct 20): Discussion 8</p>
Oct 21	Residential community supervision programs	<p><b>Reading:</b> Chapter 8</p> <p><b>Assignments</b> (due by midnight on Oct 27): Discussion 9 Writing Assignment 4</p>
Oct 28	Nonresidential graduated sanctions	<p><b>Reading:</b> Chapter 9</p> <p><b>Assignments</b> (due by midnight on Nov 3): Discussion 10</p>
Nov 4	Economic and restorative justice reparations	<p><b>Reading:</b> Chapter 10</p> <p><b>Assignments</b> (due by midnight on Nov 10): Discussion 11</p>
Nov 11	Prisoner reentry	<p><b>Reading:</b> Chapter 11</p> <p><b>Assignments</b> (due by midnight on Nov 17): Discussion 12 Writing Assignment 5</p>
Nov 18	Career pathways in community corrections	<p><b>Reading:</b> Chapter 12</p> <p><b>Assignments</b> (due by midnight on Nov 24): Discussion 13</p>
Nov 25	Thanksgiving Break!	Have a safe break!

Dec 2	Juvenile justice, probation, and parole	<b>Reading:</b> Chapter 13  <b>Assignments</b> (due by midnight on Dec 8): Discussion 14 Course Reaction Essay
Dec 9	Practical solutions for community-based corrections and	<b>Reading:</b> Chapter 14  <b>Assignments</b> (due by midnight on Dec 13): Discussion 15 & 16

**Other important dates:**

Aug 26	Classes start
Aug 28	Registration ends
Sep 11	Last day to drop with no record
Oct 25	Deadline for graduation application (ceremony)
Nov 8	Last day to Q-drop or withdraw with record
Nov 12	Registration begins
Nov 28, 29	Thanksgiving
Dec 13	Last day of Spring classes
Dec 13	Commencement 7pm Bell County Expo Center

Please review and become familiar with our TAMUCT policies. In addition to TAMUCT policies, I included sections on *Academic Integrity* and *Plagiarism*. Please review both of those sections and visit the links provided. *Any student caught plagiarizing receives a zero for that particular assignment and may receive a zero for the course.*

<b>UNIVERSITY PROCEDURES AND POLICIES</b>	
<b>UNILERT</b>	<p>Emergency Warning System for Texas A&amp;M University – Central Texas UNILERT is an emergency notification service that gives Texas A&amp;M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media.</p> <p>All students are automatically enrolled in UNILERT through their myCT email account. Connect at <a href="http://www.TAMUCT.edu/UNILERT">www.TAMUCT.edu/UNILERT</a> to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.</p>
<b>Disability Support Services</b>	<p>If you have or believe you have a disability and wish to self-identify, you can do so by providing documentation to the Disability Support Coordinator.</p> <p>Students are encouraged to seek information about accommodations to help assure success in their courses. Please contact Vanessa Snyder at (254) 501-5836 or visit Founder's Hall 114.</p>

	<p>Additional information can be found at <a href="http://www.tamuct.edu/departments/disabilitysupport/index.php">http://www.tamuct.edu/departments/disabilitysupport/index.php</a>.</p>
<b>Tutoring</b>	<p>Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing (APA). Tutors are available at the Tutoring Center in Founder's Hall, Room 204, and also in the Library in the North Building. Visit <a href="http://www.tamuct.edu/AcademicSupport">www.tamuct.edu/AcademicSupport</a> and click "Tutoring Support" for tutor schedules and contact info.</p> <p>If you have questions, need to schedule a tutoring session, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing <a href="mailto:cecilia.morales@tamuct.edu">cecilia.morales@tamuct.edu</a>. Chat live with a tutor 24/7 for almost any subject on your computer!</p> <p>Tutor.com is an online tutoring platform that enables TAMU-CT students to login and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, click on <a href="http://www.tutor.com/tamuct">www.tutor.com/tamuct</a>.</p>
<b>The University Writing Center</b>	<p>The University Writing Center at Texas A&amp;M University-Central Texas is a free workspace open to all TAMUCT students. <b>The UWC is located in 416 Warrior Hall.</b> The center is open <b>11am-6pm Monday-Thursday</b> during the spring semester.</p> <p>Students may work independently in the UWC by checking out a laptop that runs Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Students may also arrange a one-on-one session with a trained and experienced writing tutor.</p> <p>Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last between 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies.</p>
<b>Library Services</b>	<p>Information Literacy focuses on research skills that prepare individuals to live and work in an information-centered society.</p> <p>Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not limited to: exploration of information resources such as library collections and services, identification of subject databases and scholarly journals, and execution of effective search strategies.</p> <p>Library resources are outlined and accessed at <a href="http://www.tamuct.edu/departments/library/index.php">http://www.tamuct.edu/departments/library/index.php</a>.</p>

<b>Drop Policy</b>	If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The record's office will give a deadline for which the form must be returned, completed, and signed. Once you return the signed form to the records office and wait 24 hours, you must go into DegreeWorks to confirm that you are no longer enrolled. If you are still enrolled, you must FOLLOW-UP with the records office immediately. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.														
<b>Graduation Application</b>	<table border="1"> <thead> <tr> <th data-bbox="448 522 688 604"><b>Graduation Term</b></th> <th data-bbox="701 522 967 604"><b>Late Application Deadline</b></th> <th data-bbox="974 522 1260 604"><b>Ceremony Date</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="448 613 688 659">Fall 2019</td> <td data-bbox="701 613 967 659">Oct 25</td> <td data-bbox="974 613 1260 659">Dec 13</td> </tr> <tr> <td data-bbox="448 667 688 714">Spring 2020</td> <td data-bbox="701 667 967 714">Mar 27</td> <td data-bbox="974 667 1260 714">May 8</td> </tr> <tr> <td data-bbox="448 722 688 739">Summer 2020</td> <td data-bbox="701 722 967 739">Jul 3</td> <td data-bbox="974 722 1260 739">TBD</td> </tr> </tbody> </table>	<b>Graduation Term</b>	<b>Late Application Deadline</b>	<b>Ceremony Date</b>	Fall 2019	Oct 25	Dec 13	Spring 2020	Mar 27	May 8	Summer 2020	Jul 3	TBD		
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