

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Criminal Justice Division

Syllabus

Spring 2009

Criminal Justice 130

Community Based Corrections

<u>Instructor:</u>	Jack Karver
<u>Classroom:</u>	Alpine 144
<u>Class Time:</u>	12:00 to 1:15 p.m., Tuesday and Thursday
<u>Office Hours:</u>	11:00 to 12:00 a.m., Tuesday and Thursday, and by appointment
<u>Office location:</u>	Alpine Room 114
<u>Email:</u>	karverj@saclink.csus.edu

Course Description

Role of local and state government in the development of community-based correctional programs; regional detention facilities; recent trends in jail organization and management; ex-offenders and employment; the impact of community corrections on the criminal justice system. This course will provide a broad overview and critical examination of contemporary correctional theory and practice with specific emphasis on the California correctional system encompassing probation, parole, and other alternatives to incarceration. The legal process involving arrest, prosecution, and sentencing for juveniles and adults will be extensively explored as the foundation of the correctional system. Controversial issues in contemporary corrections will be analyzed including recently introduced legislation, parole, probation, sentencing, and civil commitments process and community notification.

Prerequisite: CRJ 001 Restricted to declared majors and minors, or instructor permission.

Course Objectives:

At the completion of the course, students will be able to:

1. Demonstrate an understanding of the correctional legal process from arrest to prosecution through sentencing for juveniles and adults and its relationship to the criminal justice system in general.
2. Discuss the various philosophies of punishment and how they have influenced corrections and brought it to its present state with an emphasis on California corrections.
3. Identify the functions of probation and parole.
4. Analyze, dissect and explain the major issues of contemporary corrections – court interventions, community notification, and alternatives to incarceration.
5. Debate the pros and cons of current legislation efforts in the area of correctional reform and create counter arguments.

To these general objectives we add two distinctly interrelated tasks; the development of critical thinking skills and the application of subject mastery and critical thinking skills to problem solving.

Critical thinking will primarily be demonstrated in your written work.

I would like you to leave this course with an appreciation for the various types of individuals and the roles they play in the community corrections world. Probationers, parolees, officers, staff, administrators, private agencies, the Legislature, interest groups, and the general public all contribute their input to the system. To the extent each of us can view the world of corrections through the eyes of these key players, the better informed we will be in discussing (and possibly improving) the state of corrections in the United States.

Method of Instruction:

The course will be taught in a lecture and discussion format supplemented with a variety of class exercises, debates, audio-visual, guest speakers, and handout materials.

Required Text:

Available at the Hornet Bookstore:

Corrections in the Community, Latessa, Edward J. and Paula Smith, Lexis Nexis, 4th edition

SacCT

All students are to have access to SacCT. Your grades and other information will be made available on SacCT.

Classroom Etiquette Issues:

Cell Phones and Pagers: Out of courtesy and respect for all of us in the classroom, I am requiring that all cell phones and pagers be turned off while class is in session.

Eating in Class: I do allow students to have food and drink during the class session. However, use your common sense and be quiet about it.

COURSE REQUIREMENTS—EXAMS AND WRITING ASSIGNMENTS

Examinations (3 – totaling 43% of grade)

Each student will be required to complete 3 examinations. These exams cannot be made up, unless there is an extreme emergency that is documented, or prior arrangements have been made, so please plan accordingly. The exams will test your general knowledge of issues discussed in the course and the reading material. They will consist of multiple choice, and short answer questions covering material from the assigned readings, lectures, and class discussions.

Pop Quizzes may be added to reinforce reading of the lecture material prior to class.

Term (Position) Paper (28% of grade)

The research paper will be a scholarly essay on a key issue in community corrections. Your topic must be approved in advance by the instructor. This is not a recap of what you have researched. It should be an analytical response with your opinions of the issues. It should include recommendations for what may be needed regarding your topic or why you agree with what is currently the practice in the field.

Your paper will include the following sections: 1) introduction, 2) key community correctional issue discussion, 3) summary. The paper will be 5 pages in length (not to include the cover, reference page, and any illustrations), type written, and double-spaced. Use appropriate headings for each section; 1-inch margins; 12 point font; Times New Roman. It must include at least five (5) references from scholarly journals or books (APA) citation style); academic internet based (Websites) may be included. Any quotes or other direct references, including substantial paragraphs, must be appropriately cited. All sources must be listed on a “reference” page.

Field Visit (14% of grade)

You will be required to do a field visit (ride along) to a county/state/federal community correctional agency or a community service that is used by probationers or parolees. A written report will be completed that answers the questions on a worksheet that will be provided in class. The paper is limited to three pages, excluding attachments, i.e. brochures etc. More information will be provided in class.

Term Paper Oral Presentation (14% of grade)

Your oral presentation will be held to 5 minutes. You should take this time to present the most current issues of the subject in a manner that gives your peers relevant information and something to reflect upon regarding the field of community corrections. Information from these presentations may be used in exams.

Attendance:

Role will be taken each class. It is your responsibility to communicate with me regarding your attendance. I have a full schedule with other work in the field, therefore do not expect me to see your e-mails prior to class. I will answer every email as soon as I have the opportunity. I will always be in my office before class.

Students arriving after the role has been taken will be required to talk to me after class to receive credit for attendance.

Methods of Evaluation for Determining Grades:

The course will be graded on a point scale with the grade breakdown as follows. The points shown below are the maximum a student can earn per each assignment:

Points:

Exams, Two (2) at 50 points each:	100
Final exam (1) at 50 points:	50
Research Paper (1) at 100 points	100
Field Visit (1) at 50 points	50
Oral Presentation (1) at 50 points	50
Total Points Possible	350

Once the student receives points at the end of the semester a percentage will be derived from the total number of points with grades derived from a total percentage as follows:

Grading Range

A= 94-100	C= 74-76
A-= 90-93	C-= 70-73
B+= 87-89	D+= 67-69
B= 84-86	D= 64-66
B-= 80-83	D-= 60-63
C+= 77-79	F= 59 and below

Grading Policy

I expect that you will turn in assignments to me in a timely fashion, on the date in which they are due. However, I do understand that things can arise unexpectedly throughout the semester. If you need to turn in an assignment late or miss a scheduled meeting, please let me know. I am very flexible and willing to work with you so long as you communicate with me! If this happens, you will be required to provide appropriate documentation, such as an accident report, towing company form, auto repair shop form, medical note or paperwork with your name and the treating physician's name on it. I require this level of accountability in order to ensure the highest level of integrity and fairness among all of my students. Papers turned in late will receive a ten point deduction for each week it is late.

There will be no incomplete grades given for this course except in the most severe circumstances. Additionally, written documentation will be required for any request for an incomplete grade. Please speak to me ASAP if you think you will need an Incomplete. For additional information about the grading policy at CSUS, please go to <http://www.csus.edu/admbus/umannual/UMG05150.htm>

There are no extra credit options available for this course, unless the instructor decides it is necessary through pop quizzes or to reinforce positive work ethics to those who demonstrate effort. Extra credit is rarely that: it is more often used as "instead of credit." Extra credit is also discouraged because it means that students are graded on different criteria, which is patently unfair. I will be glad to update you on your progress throughout the course. I do not give grades over the phone, though. I will make results available to the class as soon as I reasonably can or you may see me personally or e-mail me with grade information requests. Grades will be posted on SacCT.

If you ever feel that you have been graded unfairly, you may appeal your grade to me in writing. By providing me with a written appeal, you have the opportunity to present your case for a better grade fully, clearly, and concisely, and I have the opportunity to reflect

carefully on your arguments. For those interested in finding information about how to appeal a final grade, please go to <http://www.csus.edu/admbus/umanual/UMS16295.htm>

Late and/or Missed Assignment Policies

1. Exams: Cannot be made up, unless prior arrangements have been made, or there is an extreme emergency.
2. Term Paper: You must complete your term paper as scheduled and turn it in on the date that it is due. 10 points will be deducted for each week late.
3. Field Visit Paper: Must be turned in on the date due. 5 points will be deducted for each week late.
4. Oral Presentation: Must be done on assigned date. 5 points will be taken for late reports.

Help and Special Needs

If you find that you are having problems with the course material, you are encouraged to come speak with me as soon as possible. Likewise, accommodations for differently-abled students can be made. These needs must be brought to my attention as early as possible. If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with me after class or during my office hours early in the semester.

Academic Integrity and Honesty Issues

Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect for others academic endeavors. By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgments. California State University, Sacramento policies regarding honest and ethical research, plagiarism, and human subjects are in effect. For specific information, please visit the website for the Academic honesty, Policy & Procedures: <http://www.csus.edu/admbus/umanual/UMA00150.htm> Purposely misrepresented and/or plagiarized work will result in an automatic F for the course, and you will be reported to the appropriate administrative office as explained in the policy. This is a very serious issue.

Additional Concerns

In this course, I expect students to actively participate and contribute to classroom discussions. In fact, I firmly believe that the success of this class depends upon your contributions. By “success,” I mean dynamic, exciting, and fun, yet challenging. I encourage open discussion and contribution of all varieties of opinions and comments; I

also require that students respect one another. In other words, you certainly do not have to agree with every comment you hear or argument that someone makes. (Complete consensus is boring!) But you must remember and respect the fact that everyone is entitled to have his or her opinion be heard in an environment of open discourse. I feel it is the only way we can have a worthwhile and comfortable discussion of the issues.

Final Comments & Teaching Philosophy

Although this course will involve a strong commitment on your part to the completion of the readings and assignments as well as attendance and participation in class discussions, I feel that this course can be an enjoyable learning experience for you. Therefore, my overall teaching philosophy encompasses both of these goals: learn as much as you can but have fun while doing it.

Exam Dates, and Assignment Due Dates: These dates are subject to change

Exam 1:	Tuesday February 24, 2009	Chapters 1-4
Exam 2:	Thursday March 26, 2009	Chapters 5-8
Final:	Tuesday May 19, 2009 at 12:45 p.m.	Chapters 9-12
Term Paper:	Due Tuesday April 16, 2009	
Field Visit:	Due Tuesday May 5, 2009	

Reading & Assignment Schedule

Date	Topics & Assignments	Reading Assignment Due
Week 1	January 27 th and 29 th The Criminal Justice System	Chapter 1
Week 2	February 3 rd and 5 th Sentencing and Community Corrections	Chapter 2
Week 3	February 10 th and 12 th Probation Start Oral Presentations	Chapter 3
Week 4	February 17 th and 19 th Juveniles and Community Corrections Test Review	Chapter 4
Week 5	February 24 th and 26 th Exam 1, Tuesday February 24th Chapters 1-4 Parole in America	Chapter 5

Week 6	March 3 rd and 5 th Parole in America Roles of Probation and Parole Officers	Chapters 5-6
Week 7	March 10 th and 12 th Roles of Probation and Parole Officers Strategies for Classifying, Managing, and Servicing Offenders	Chapters 6-7
Week 8	March 17 th and 19 th Strategies for Classifying, Managing, and Servicing Offenders Intermediate Sanctions	Chapters 7-8
Week 9	March 24 th and 26 th Intermediate Sanctions Review Exam 2, Thursday March 26th Chapters 5-8	Chapter 8
Week 10	March 30 th Spring Break	
Week 11	April 7 th and 9 th Community Residential Correctional Programs	Chapter 9
Week 12	April 14 th and 16 th Special populations in Community Corrections Term Paper due Tuesday April 16th	Chapter 10
Week 13	April 21 th and 23 rd Tour of Correctional Facility The Effectiveness of Corrections in the Community	Chapter 11
Week 14	April 28 th 30 th The Effectiveness of Corrections in the Community The Future of Corrections in the Community	Chapters 11-12
Week 15	May 5 th and 7 th Field Visit Paper due Tuesday May 5, 2009 The Future of Corrections in the Community	Chapter 12
Week 16	May 12 th and 14 th Field Visit Reviews Ethics and Professionalism Final Exam, 12:45 p.m., Tuesday, May 19, 2009	