



UNIVERSITY OF WYOMING

Casper College Center

Correctional Theory & Practice

CRMJ-3350/Spring 2017

Instructor: Shane Stone

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Office Hours: Tuesdays 2:00 – 3:00 p.m.
Wednesdays 8:00 – 10:00 a.m.
...Or by appointment

Textbook: Seiter, R. P. (2014). *Corrections: An introduction, fourth edition*. Upper Saddle River: Pearson.

Course Description (*from catalog*): Examines the various components of the correctional complex from both theoretical and practical frameworks. Students are exposed to the abundance of research that informs current correctional practice and will be called upon to critically evaluate this research and its implications for correctional policy and practice.

Course Objectives: By the end of this course, students should be able to...

1. Describe the history and philosophical evolution of the correctional system in America.
2. Explain the similarities and differences between jails and prisons.
3. Describe the various categories of correctional clients, including but not limited to: males, females, juveniles, etc.
4. Describe prison life for both inmates as well as the various correctional employees.
5. Compare and contrast institutional and community corrections.

Course Format: This course is offered as a web-conferencing hybrid. This is not a fully online course nor is it a fully face-to-face or audio/video teleconferencing course—it is somewhere in-between. The interactive face-to-face component will occur through a program called Zoom. Zoom will allow everyone in the class to connect simultaneously to a video feed through the web. Students will be able to access the class once the instructor sends out an email with an “invitation” to join the lecture.

Teaching Methods: Typically, the instructor will offer a general introduction/overview of the material and concepts scheduled to be covered each class and then help guide a discussion designed to explore

the issues in depth. Students will know in advance exactly what they should read and research prior to class in order to participate appropriately. Again, this course is not a fully online course; however, students will be expected to accomplish much of the coursework independently. Guest lecturers from the field will be invited to speak to the class at various times throughout the semester.

Participation: Students will be able to interact with the instructor and other students in a variety of ways through Zoom. ***Although your participation is not graded directly, it may be taken into consideration in the event of a borderline grade.*** For instance, if at the end of the semester you find yourself just short of the next highest letter grade for the course, do not ask your Instructor to “bump you up” to the next highest grade unless you have first done everything in your power to demonstrate unparalleled effort and unquestionable commitment to learning in this course including but not limited to class participation.

Attendance Policy: Attendance is not mandatory for this course. That said, a commitment to attending class regularly signals that you are a serious student and interested in learning rather than merely getting a passing grade. When attendance for a given class dips below a certain threshold (discretion of the instructor) then extra-credit points may be awarded for those present. Also, instructions for accessing certain information not found in the textbook will regularly be dispensed (verbally) in class. Said information is testable material. It will be difficult to maintain As and Bs on Exams unless a student attends class regularly.

Learning Assessments: Following are the seven items for which you will be graded. Missing is the Essay Improvement Paper (EIP). The EIP is not graded, per se; however, it serves as the vehicle by which you can improve your original score on the Essay Exam. Details of the EIP will be provided once the semester is underway.

- Exam 1 10%
- Exam 2 10%
- Exam 3 10%
- Final Exam 10%
- I-Paper 10%
- Threaded Discussions 10%
- Essay Exam 40%

The grading scale for this course is:	90—100%	A
	80—89%	B
	70—79%	C
	60—69%	D
	59 & below	F

Exams 1-4: Exams 1-4 are each worth 10% of your final grade. Each will consist primarily of objective-style questions in some combination of the following: multiple choice, true/false, and fill-in-the-blank. The exams will be administered online through Canvas and will be “open book.”

- Exams will not be given late, unless (1) an emergency (*usually medical*) prevented the student from taking the test at the appointed time; or (2) arrangements are made with the instructor

ahead of time. Exams are typically open for several days at a time, so this should rarely be a problem.

I-Paper: The I-Paper is your opportunity to express yourself in the first-person—No APA is required. You will be asked to share your personal views and opinions on topics selected by the instructor. Your personal opinions should still be informed by some sort of reasonable and objective standard; however, there are no right or wrong responses. You may choose an A, B, or C level workload for this assignment. Instructions and grading rubric will be supplied separately.

Threaded Discussions: In an effort to keep us connected, ten percent of your final grade will be based on your participation in five (5) online threaded discussions. Instructions and grading rubric will be supplied separately.

Essay Exam: There will be one (1) robust writing assignment due in this course. If you are a little shaky with your APA, begin brushing up right away. Every APA mistake will result in a loss of points; however, you will have an opportunity to reclaim a portion of the lost points via the Essay Improvement Paper (EIP). Separate instructions for both the Essay Exam and EIP will be supplied once the semester is underway.

The Essay Exam will be submitted to a drop box in Canvas (WyoCourses). Late assignments will not be accepted for full credit. Seventy percent (70%) is generally the highest grade that will be given for late assignments; however, it will be solely the discretion of the Instructor whether or not to accept late assignments at all. The regular grading rubric will not apply to late assignments.

Failing to make a good-faith effort in completing the Essay Exam or failing to turn it in altogether will result in grades in the D and F range. Otherwise, students are able to choose between the following options: **A-level** workload, **B-level** workload, or **C-level** workload.

Just as you might imagine the **C-level** workload is much less taxing for the student than the **A-level** workload; however, a 79% is the highest possible grade for that option (*70% is the lowest a student will receive as long as the student makes a good-faith effort at the assignment*). Likewise, the **B-level** workload is greater than the **C-level** workload, but an 89% is the highest possible grade a student can earn (*80% being the lowest*). Specific instructions for each essay exam and a grading rubric will be supplied separately.

Student Requirements/Expectations/Responsibilities: Students are expected to take full responsibility for their success in this course. If you are struggling with the material or you are concerned about your grade, be sure to initiate a conversation with the instructor early enough in the semester to do something about the situation. Non-passing grades are the student's responsibility, not the Instructor's.

Student Conduct: Students should be familiar with the University's policies regarding student conduct/behavior.

Academic Dishonesty: Students should be familiar with UW Regulation 6-802 (<http://www.uwyo.edu/generalcounsel/files/docs/uw-reg-6-802.pdf>). Academic dishonesty in any form will not be tolerated. Any student found cheating or plagiarizing (*in any way and to any degree*) on any assignment, paper, exam, etc.; will (*at least*) automatically receive a zero for that particular assignment/exam.

Disability Policy: It is the University of Wyoming policy to accommodate students, faculty, staff, and visitors with disabilities. If you have a physical, learning, sensory, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with University Disability Support Services (UDSS) in the Student Educational Opportunity offices, Room 330 Knight Hall, and provide UDSS with documentation of your disability.

Tentative Class Schedule and Main Lecture Topics (Wednesdays 4:00 p.m. to 6:50 p.m.).

All due dates are on Sunday evenings at 11:59 p.m. Mountain Time unless otherwise stated.

January	25	Personal introductions and introduction of the course; discuss syllabus
February	1	Chapter 1 The History of Crime and Corrections; Explore related scholarly literature
February	8	Chapter 2 Sentencing and the Correctional Process; Explore related scholarly literature *Threaded Discussion #1 Initial Post due by 11:59 p.m. Mountain Time on Sunday, February 12, 2017.
February	15	Chapter 3 Jails; Explore related scholarly literature *Threaded Discussion #1 Peer Responses due by 11:59 p.m. Mountain Time on Sunday, February 19, 2017.
February	22	Chapter 4 Probation and Intermediate Sanctions; Explore related scholarly literature *Threaded Discussion #2 Initial Post due by 11:59 p.m. Mountain Time on Sunday, February 26, 2017. *Exam 1 (Chapters 1-4, lecture material, and any other outside assigned reading); due by 11:59 p.m. Mountain Time on Sunday, February 26, 2017.
March	1	Chapter 5 Prison Systems; Explore related scholarly literature Chapter 6 Parole and Prisoner Reentry; Explore related scholarly literature *Threaded Discussion #2 Peer Responses due by 11:59 p.m. Mountain Time on Sunday, March 5, 2017.
March	15	Spring Break—No lecture/Nothing due
March	22	Chapter 7 The Clients of Adult Correctional Agencies; Explore related scholarly literature Chapter 8 The Juvenile Correctional System; Explore related scholarly literature *Threaded Discussion #3 Initial Post due by 11:59 p.m. Mountain Time on Sunday, March 26, 2017. Exam 2 (Chapters 5-8, lecture material, and any other outside assigned reading); due by 11:59 p.m. Mountain Time on Sunday, March 26, 2017.
March	29	Chapter 9 Special Offenders; Explore related scholarly literature Chapter 10 The Management of Prisons; Explore related scholarly literature *Threaded Discussion #3 Peer Responses due by 11:59 p.m. Mountain Time on April 2, 2017. *Essay Exam due by 11:59 p.m. on Sunday, April 2, 2017.

April	5	Chapter 11 Prison Life for Inmates; Explore related scholarly literature Chapter 12 The World of Prison Staff; Explore related scholarly literature *Threaded Discussion #4 <u>Initial Post</u> due by 11:59 p.m. Mountain Time on April 9, 2017. *Exam 3 (<i>Chapters 9-12, lecture material, and any other outside assigned reading</i>); due by 11:59 p.m. Mountain Time on Sunday, April 9, 2017.
April	12	Chapter 13 Custody within a Prison; Explore related scholarly literature *Threaded Discussion #4 <u>Peer Responses</u> due by 11:59 p.m. Mountain Time on April 16, 2017.
April	19	Chapter 14 Treatment and Programs Within a Prison; Explore related scholarly literature *Threaded Discussion #5 <u>Initial Post</u> due by 11:59 p.m. Mountain Time on April 23, 2017.
April	26	Chapter 15 Legal Issues and the Death Penalty; Explore related scholarly literature *Threaded Discussion #5 <u>Peer Responses</u> due by 11:59 p.m. Mountain Time on April 30, 2017. *Essay Improvement Paper due by 11:59 p.m. on Sunday, April 30, 2017.
May	3	Chapter 16 Current and Future Issues in Corrections; Explore related scholarly literature *I-Paper due by 11:59 p.m. on Sunday, May 7, 2017.
May	10	Finals Week—No lecture Exam 4 (<i>Chapters 13-16, lecture material, and any other outside assigned reading</i>); due by FRIDAY , May 12, 2017.

*This syllabus may be modified at the discretion of the Instructor. Students will be notified in advance of any changes made. **Note:** I do not have any intention of modifying the syllabus. This is merely a reasonable disclosure to make in the event of inadvertent misprints or major omissions. Dr. Shane Stone*