

Missouri State University
Department of Criminology and Criminal Justice
CRM 270: Institutional and Community-Based Corrections
Fall 2016
Course Syllabus

Instructor: Marty C. Anderson
Campus Office: Strong Hall, 235
Phone: 417-631-9163 (Cell)

MSU Email: martycanderson@missouristate.edu
Work Email: manderson@thealphahouse.org

Office Hours Monday, 4:50 pm to 5:30 pm, following class, **Strong Hall 235, within the Criminology and Criminal Justice Complex.** I can also be available by appointment, via email or phone.

Class Hours/Location Unless the university is not in session, i.e., holiday, weather, etc., in classroom **Strong Hall 304**, on Mondays and Wednesdays, 3:35 pm to 4:50 pm, throughout the semester.

Course Description Corrections, institutional and community-based, has grown at an extremely fast pace within the United States. Over the past three decades, prison construction, parole and probation caseloads, and community-based correctional programs have soared to incredible heights. The United States locks up more people than any other country.

This course is designed to expose students to the many facets that constitute our correctional system, exploring rationales for punishment and analyze the history and evolution of incarceration and community-based sanctions. We will examine a number of topics relating to correctional policy and management, inmate life, employment in corrections, community-based corrections, sentencing assessment and decisions, and rehabilitation/re-entry. As we discuss each topic, there will be an opportunity in class to discuss a given topic's current exposure, positive and/or negative. I have been a practitioner within the field of corrections since 1977, working in law enforcement, juvenile lock-up, probation, 28-years within the Federal Bureau of Prisons, and currently serving as the Executive Director of the Alpha House of Springfield, a residential reentry center for inmates releasing back into the community. A variety of guest speakers from all facets within corrections to include, probation, institution, and community corrections will be presented.

Course Objectives

1. Explore the history of correctional philosophies, missions, and technologies.
2. Examine the prison and jail as an instrument of social control in American society.
3. Examine the nature and effectiveness of various forms of community-based supervision and treatment.
4. Gain a perspective (guest appearances) from various local correctional professionals.
5. Ponder whether a career within corrections, be it institutional or community-based, is for you.

Course Required Reading: *Corrections: An Introduction, 4th Edition.* R. P. Seiter (2014); Prentice Hall Publishing; Pearson Education. (eBook via CourseSmart would also be allowed.)

Specific reading assignments for each new class period will be announced during the previous class and/or will be placed on Blackboard under *Weekly Units*. Students may also be required to read specific news articles, outside the course text, depending on the subject or topic being discussed. Students can expect to read 15-40 pages per week.

Another topic that will be reviewed during this course has to do with a book titled, "**The Fred Factor,**" by **Mark Sanborn (2004)**. Purchase is not required by students. Throughout this course we will discuss various chapters from this book as it relates to developing and having passion in your work life. Whatever your chosen vocation, you will spend a minimum of 30-years of your life doing something for money. Your passion in whatever that endeavor is, will allow you to succeed admirably, dredge along or fail miserably. Important stuff!

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Course Requirements/Evaluation

Examinations: Three examinations will be given during the semester. The exams (50 questions, 2 points each) will include a combination of true/false and multiple-choice questions. Material subject to testing will come from assigned reading, class lectures, and guest presentations. **Students will be allowed to utilize their notes, PowerPoint slides, and/or text during the examinations.**

Exam 1: Monday, September 26

Exam 2: Monday, October 24

Exam 3: Monday, December 12

Make-Up Exam: A make-up exam will be given if a student can provide an acceptable reason (i.e., serious medical issue, military obligation, death in the family, or participation in a university athletic contest are examples of justifiable reasons) why they could not attend the relevant exam. Make-up exams will be given on a date and time mutually agreed upon. They will consist of short-answer and essay-style questions. **Students will be allowed to utilize their personal notes and/or text during the examinations.**

Term Paper/Class Presentation Options: (Choose one.)

Option 1. One term/research style paper is **due NLT Wednesday, November 16**. The paper will be in **APA (American Psychological Association) format**, typewritten, six to ten pages in length, double spaced, with a minimum of three (3) references which can be cited as endnotes or works cited. **(We will discuss APA format requirements in class if you are unfamiliar.)** The concept or theme of the paper will be to generate thought about a student selected topic such as mandatory minimum sentences, the death penalty, legalization of marijuana, with logical/research reasons given, etc., with the student taking a position, for or against, the given theme. **This paper is worth sixty points or 15% of your overall semester grade.**

Option 2. (My vote would be that you would do this!) One 15-minute class presentation will be scheduled at a time mutually agreed upon with the instructor (during a class period.) The presentation should be scheduled **NLT Wednesday, October 12**, although the presentation date can be before or after that. **The presentation can be individual, or as a group of up to three students.** Power Points/Video and/or other visuals are encouraged. The expectation would be a 10-minute presentation followed by a question and answer period. Students will select a topic such as mandatory minimum sentences, the death penalty, legalization of marijuana, etc. If a topic is selected around a subject we are discussing, i.e., Probation, Prison Life, Death Penalty, etc., the presentation may take place on the evening that subject is being covered. **This presentation is worth one-hundred points or 25% of your overall semester grade. This option would take the place of the “Class Activities” requirement (see below.)**

Class Activities: “In the News” segments will be utilized to spur discussion/debate over a given topic, along with discussions on various chapters of “The Fred Factor.” Your attendance, a minimum of 80% (no more than 6 absences), is also required. **Class participation will constitute forty points or 10% of your overall semester grade. Should you volunteer to bring forth an “In the News” topic for discussion, you will be given 15 extra credit points.** A number of guest speakers will participate throughout the semester. I encourage you to actively participate in these interviews. You may hear about the type of work you would like to pursue as a career.

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Course Grade Your final grade will be calculated as follows:

<u>Evaluation Component</u>	<u>Percentage of Total Grade</u>	
Exams (25% each, 50 questions, 2 points each)	75% (100 pts. each, 300 pts. Total)	
Paper (60 points total) and ,	15%	(60 pts. Total)
Attendance/Group Discussion Activities (40 Points total); or	10%	(40 pts. Total)
Class Presentation (100 points total)	<u>25%</u>	<u>(100 pts. Total)</u>
Total	100%	400 pts. Total

Grading Scale The following +/- grading scale will be utilized for this course:

A	93-100%
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	below 60

Emergency response statement

At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information go to <http://www.missouristate.edu/safetran/51597.htm> and <http://www.missouristate.edu/safetran/erp.htm>.

Religious accommodation

The University may provide a reasonable accommodation based on a person's sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of

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students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to the instructor by the end of the third week of a full semester course or the end of the second week of a half semester course.

Statement of attendance policy

Instructors must provide students with a written statement of the specific attendance policy for that class. The instructor has the responsibility to determine specific attendance policies for each course taught, including the role that attendance plays in the calculation of final grades and the extent to which work missed due to non-attendance can be made up. The University encourages instructors not to make attendance a disproportionately weighted component of the final grade, and also expects instructors to be reasonable in accommodating students whose absence from class resulted from: 1) participation in University-sanctioned activities and programs; 2) personal illness; or 3) family and/or other compelling circumstances. The University's attendance policy can be found at <http://www.missouristate.edu/registrar/catalog/attendan.html>.

Statement of grading policy

Faculty have the choice to utilize either the standard grade policy or the plus/minus grading option but are required to indicate their grading scale on their syllabus. The University's plus/minus grading system can be found at <http://www.missouristate.edu/registrar/grades.html>

Statement on academic dishonesty

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. Students are responsible for knowing and following the university's student honor code, [Student Academic Integrity Policies and Procedures](#) and also available at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Statement of nondiscrimination

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at www.missouristate.edu/equity/.

Statement on disability accommodation

To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Carrington Hall, Room 302, 417-836-4192 or 417-836-6792 (TTY), www.missouristate.edu/disability. Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, 417-836-4787, <http://psychology.missouristate.edu/ldc>.

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Statement on cell phone policy

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

Dropping a class

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520. See Academic Calendars (www.missouristate.edu/registrar/acad_cal.html) for deadlines.

Audio and video recording course activity

Students may make audio or video recordings of course activity. However, the redistribution of audio or video recordings from the course to individuals who are not students in the class is prohibited without the express permission of the faculty member and any of the students who are recorded.

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Tentative Course Schedule

Week #1	Aug 22 First day of class – Introduction/Review of Syllabus/USMCFP History
	Aug 24 Chapter 1 The History of Crime and Corrections
Week #2	Aug 29 Chapter 2 Sentencing and the Correctional Process
	Aug 31 Chapter 5 Prison Systems
Week #3	Sep 5 Labor Day Holiday
	Sep 7 Chapter 10 The Management of Prisons
Week #4	Sep 12 Chapter 10 (Stanford Prison Experiment Review/Discussion)
	Sep 14 Chapter 13 – Custody within a Prison
Week #5	Sep 19 Chapter 14 – Treatment & Programs within a Prison
	Sep 21 Guest: USMCFP Unit Management Staff – Theme: Unit Management
Week #6	Sep 26 Exam – Phase I: Rationale/Evolution of Corrections/Prison Basics
	Sep 28 Chapter 3 – Jails
Week #7	Oct 3 “ (Group Activity related to Jails)
	Oct 5 Chapter 4 – Probation and Intermediate Sanctions
Week #8	Oct 10 Guest: Federal Probation Officer – Theme: Pre-Sentence Investigation
	Oct 12 Chapter 6 – Parole and Prisoner Reentry
Week #9	Oct 17 “ (Group Discussion on Jails/Probation/Parole)
	Oct 19 Guest: State or Federal Probation Officer – Theme: Supervision Process
Week #10	Oct 24 Exam – Phase II: Community and Local Corrections
	Oct 26 Chapter 7 The Clients of Adult Correctional Agencies
Week #11	Oct 31 Chapter 8 Juveniles
	Nov 2 Chapter 9 – Special Offenders
Week #12	Nov 7 Term Paper/Class Presentation Preparation // Your Time // No Class
	Nov 9 Term Paper/Class Presentation Preparation // Your Time // No Class
Week #13	Nov 14 Chapter 11 – Prison Life for Inmates
	Nov 16 “ (Group Discussion related to Prison Life for Inmates)
Week #14	Nov 21 Thanksgiving Holiday
	Nov 23 Thanksgiving Holiday
Week #15	Nov 28 Chapter 12 – World of Prison Staff /Presentations
	Nov 30 Field Trip – Alpha House – Reentry into the Community
Week #16	Dec 5 Chapter 15 – Legal Issues & The Death Penalty/Presentations
	Dec 7 Chapter 15 – Phase III Chapter Review/Presentations
Final Exam	Final Examination: Dec 12 Exam – Phase III: The People of Corrections and Legal Issues