

### Basic Course Information

|                   |                                |                     |                                   |
|-------------------|--------------------------------|---------------------|-----------------------------------|
| Semester:         | <b>Spring 2015</b>             | Instructor Name:    | <b>Glenn N. Granish</b>           |
| Course Title & #: | <b>Intro to Corrections</b>    | Email:              | <b>glenn.granish@imperial.edu</b> |
| CRN #:            | <b>20917</b>                   | Webpage (optional): | <b>N/A</b>                        |
| Classroom:        | <b>3203</b>                    | Office #:           | <b>809</b>                        |
| Class Dates:      | <b>Feb. 17 - June 12, 2015</b> | Office Hours:       | <b>N/A</b>                        |
| Class Days:       | <b>Monday/Wednesday</b>        | Office Phone #:     | <b>760-355-6280</b>               |
| Class Times:      | <b>1150-115pm</b>              | Emergency Contact:  | <b>Public Safety secretary</b>    |
| Units:            | <b>3 units</b>                 |                     |                                   |

### Course Description

This is an in-depth study of the history, development, techniques and how policy has been developed from the beginning of confinement, middle ground, and finally, the operation of present day Corrections in America. You will learn how it all started, what the processes were to deal with hardened criminals in the wild days of the "Wild West" where places like the Yuma Territorial Prison, Folsom State Prison became famous. How the era of Prohibition in the 1920's affected the ways of Corrections with the introduction of "Scarface Al Capone, Machine Gun Kelly, and how Corrections had to operate with these types of "high profile criminals" in the Federal Correctional System. You will gain knowledge of how the Correctional System developed in the states and how some of the state prison systems operated from its inception to the processes of modern day Corrections.

This is a study and survey of the history, philosophy and trends of adult and juvenile corrections processes. The relationship between corrections and other components of the judicial system will be examined. (CSU)

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Identify the history and development of corrections. (ILO4, ILO5)
2. Identify the difference between local, state and federal correctional systems. (ILO2, ILO4)
3. Identify the criteria involved in sentencing convicted criminals. (ILO1, ILO2, ILO4, ILO5)

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Restate and summarize the history and development of corrections.
2. Examine and debate the role of corrections within the judicial system.
3. Explain and justify the theories and issues in sentencing.
4. Explain and distinguish the functions and issues of probation and parole and adjuncts to the

institutionalization, as well as legal limitations and restrictions.

5. Identify, compare and contrast the characteristics, issues, programs and services within local, state and federal correctional institutions.

6. Describe the personnel fiscal, policy planning and legal issues of institutional administration and management through discussion, evaluation of case studies and specific programs.

7. Describe and evaluate: bureaucratic control and administrative issues; prisonization; inmate organizations; unionization and other operating mechanisms within the correctional institutions.

8. Identify and distinguish the typical characteristics of the male offender, female offender, juvenile offender and physical categories such as the mentally disturbed, the retarded, the elderly and sex offenders.

9. Summarize and evaluate trends, innovations and directions in corrections to include: role of research, policy options, personnel training, careers in corrections and private corrections.

**Textbooks & Other Resources or Links**

Allen, Harry; Latessa, Edward; and Ponder, Bruce (2012). Corrections in America: An Introduction (10th/Edition) Prentice Hall Publishing. ISBN: 978-0132726771

This is your main textbook for the course. The questions contained in the exams will come from this book so read and study it carefully. This textbook takes an in-depth look at the procedures of Corrections System.

**Course Requirements and Instructional Methods**

**CORE CONTENT TO BE COVERED IN ALL SECTIONS:**

| CORE CONTENT   | APPROX. % OF COURSE |
|--|---------------------|
| History and Development of Corrections   | 10.00%              |
| Corrections in the Criminal Justice System   | 10.00%              |
| Purpose and Options in Sentencing (to include misdemeanants, felons, corrections funnel, P.S.I., reforms and appellate review) | 10.00%              |
| Community Based Corrections, Probation and Parole  | 10.00%              |
| Local State and Federal Correctional Institutions and Programs   | 10.00%              |
| Institutional Administration and Management  | 15.00%              |
| Correctional Institutions as a Community, Custody and Treatment  | 10.00%              |
| The Offender   | 10.00%              |
| Alternatives and Future Trends in Corrections  | 15.00%              |
| <b>TOTAL</b>   | <b>100%</b>         |

**INSTRUCTIONAL METHODOLOGY:**

Audio Visual  
Computer Assisted Instruction  
Demonstration  
Discussion  
Group Activity  
Lecture  
Simulation/Case Study  
Guest Lecture(s); Field Trip to Centinela State Prison

**Course Grading Based on Course Objectives**

Essays, Quizzes, Tests, Problem Solving Exercises, Written Assignments, Group Projects, and a Comprehensive Final Examination. This will be done on the following manner:

Total Points: 500

**Tests:** Five tests at 50 points each = 250 points

**Group Project and Presentation:** 10 – 15 minute Presentation = 50 points

**Term Paper:** (Topic Approved by Instructor) = 50 Points

**Prison Tour:** 50 points

**Final Exam:** 100 Points

**A = 500 - 450**

**B = 449 - 400**

**C = 399 - 350**

**D = 349 - 300**

**F = 299 - 0**

**PLEASE NOTE:**

*Assignments are due on the date stated on the syllabus. Late assignments are subject to reduction of points. Make every effort to turn in assignments on time or you may receive a zero for that assignment.*

**TESTS/EXAMS:**

There are a **total of five (5) tests** in this course and a comprehensive Final Examination. Each of these tests will consist of a twenty-five (25) question test worth a total of fifty (50) points, the Final will consist of 50 questions worth a total of one hundred (100) points. Each test will have a time limit of 30 minutes, which means that class starts at 1150 am, then the test is handed out to the students. You will have 30 minutes, no longer. If you show up late to class, you will have what time is left to complete the test. There will be NO makeup test given. Failure to take an exam will result in a zero for that exam unless prior approval is given by the instructor. Bring a No. 2 Pencil and Scantron form to class on exam days for the test. **I DO NOT supply a Scantron or a Pencil for any exam.**

**AS THERE IS NO RETAKES IN REAL LIFE - THERE WILL BE “NO MAKE UP EXAMS” GIVEN FOR THIS COURSE!**

You must communicate to your instructor any problems that you are having with the course or anything affecting you in the performance of the course. That means, if you **can not** attend class to take the exams, you need to communicate this to the instructor and why! You will be required to bring paperwork of why you could not be in class to take the exam. (Doctor's appointment, Jury Duty, Emergency Room, or Funeral).

For those of you who actually read this Syllabus, and get this far down into the reading, there IS extra credit available in this class, you might want to ask me how that is possible, after class is done for the day.

### Attendance

One of the institutional learning outcomes at IVC is personal responsibility. You will be expected to demonstrate personal responsibility by attending class, showing up on time, and not leaving early.

Per College Policy: You will be allowed two absences per how many the class meets in a week. Do not assume you will be dropped for non-attendance. Missing more than half a class session will count as a full absence. (It remains your responsibility to drop yourself from all courses that you no longer attend, or you risk getting a failing grade on your transcript.) Refer to page 15 of your Fall Class Schedule 2012 catalogue for “ATTENDANCE AND AUTOMATIC WITHDRAWALS”; you are RESPONSIBLE!

A student who is late for class (as outlined in the IVC class schedule) and/or fails to attend the first meeting of a class or does not complete the first mandatory activity in class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See General Catalog for details.

- As part of the attendance of this course, you will be attending a tour of Centinela State Prison in the latter part of the semester. This tour will be part of the requirements for this course, attending this tour will be the same as if you were to attend class that day.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped.
- If you exceed the number of allowed absences in the class during the semester, it WILL affect your grade in the class.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

## Classroom Etiquette

Any conduct that disrupts the learning process cannot and will not be tolerated. Anyone engaging in such conduct will be asked to leave the classroom. Talking, whispering, loud yawning, and cell phones ringing during class are examples of disruptive behavior because such actions are disrespectful and distracting to the instructor and to other students. Respect your fellow students and instructors at all times. TAKE ADVANTAGE OF THE LEARNING ENVIRONMENT WHILE IN CLASS!

- Electronic Devices:

Cell phones ringing during class are RUDE, to me as the instructor and the other students in the class. Phones WILL BE turned off or placed on vibrate. Emergencies, please go outside!

IF your phone rings during class, you'll be asked to immediately give the class a two (2) minute presentation to the entire class, of the instructor's choice.

- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- Disruptive Students: Students who disrupt or interfere with a class (**walking in late, sleeping, and continual talking during class presentation**) WILL be sent out of the classroom and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

## Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

## Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and

preparing written materials. If you do not understand how to “cite a source” correctly, you must ask for help.

- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **Blackboard Support Site.** The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

**Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

**Information Literacy**

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

**Anticipated Class Schedule/Calendar**

**Introduction to Corrections**

**\*\*\*Tentative, subject to change without prior notice\*\*\***

|           |          |   |
|-----------|----------|---|
| Monday    | 02/16/15 | Washington’s Birthday (No classes)  |
| Wednesday | 02/18/15 | Introduction / Syllabus/paperwork   |
| Monday    | 02/23/15 | Chapter 2: The Early History of Correctional thought and practice   |
| Wednesday | 02/25/15 | Chapter 3: History of Corrections in America/ GROUPS MEET   |
| Monday    | 03/02/15 | Chapter 4 – Punishment of offenders   |
| Wednesday | 03/04/15 | <b>Test #1<br/>ALL GROUPS - TURN IN OUTLINES FOR CLASSROOM PROJECTS<br/>ALL STUDENTS – TURN IN OUTLINES FOR TERM PAPERS</b> |
| Monday    | 03/09/15 | Chapter 5: Law of Corrections   |
| Wednesday | 03/11/15 | Chapter 6: Correctional Client  |
| Monday    | 03/16/15 | Chapter 7: Jails  |
| Wednesday | 03/18/15 | <b>Test #2 [Guest Speaker]</b>  |
| Monday    | 03/23/15 | Chapter 8: Probation  |
| Wednesday | 03/25/15 | Chapter 9: Sanctions & Community Corrections  |
| Monday    | 03/30/15 | Chapter 10: Incarceration   |
| Wednesday | 04/01/15 | <b>Test #3 [Guest Speaker]</b>  |
| Monday    | 04/06/15 | Spring Break (No classes)   |
| Wednesday | 04/08/15 | Spring Break (No classes)   |
| Monday    | 04/13/15 | Chapter 11: The Prison Experience   |

## Imperial Valley College Course Syllabus – Introduction to Correctional Systems

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|           |          |  |
|-----------|----------|--|
| Wednesday | 04/15/15 | Chapter 12: Incarceration of Women                                 |
| Monday    | 04/20/15 | Chapter 13: Institutional Management                               |
| Wednesday | 04/22/15 | <b>Test #4</b> [Guest Speaker]                                     |
| Monday    | 04/27/15 | Chapter 14: Institutional Programs                                 |
| Wednesday | 04/29/15 | Chapter 15: Release from incarceration                             |
| Monday    | 05/04/15 | Chapter 16: Supervision of the Community                           |
| Wednesday | 05/06/15 | <b>Test #5</b> [Guest Speaker]                                     |
| Monday    | 05/11/15 | Chapter 17: Corrections for Juveniles                              |
| Wednesday | 05/13/15 | Chapter 19: Race, Ethnicity, and Corrections                       |
| Monday    | 05/18/15 | Chapter 20: Death Penalty  |
| Wednesday | 05/20/15 | <b>Test #6</b> [Guest Speaker]                                     |
| Monday    | 05/25/15 | <b>Memorial Day (No classes)</b>                                   |
| Wednesday | 05/27/15 | In Class Preparation for Group Projects, show instructor materials |
| Monday    | 06/01/15 | <b>Class Presentations</b>   |
| Wednesday | 06/03/15 | <b>Class Presentations</b>   |
| Friday    | 06/05/15 | Prison Tour – Centinela State Prison – 8am                         |
| Monday    | 06/08/15 | Final Exam Review - Term Paper Due and any other paperwork         |
| Wednesday | 06/10/15 | <b>Final Examination</b>   |