

### Basic Course Information

Semester:	<b>Fall 2021</b>	Instructor Name:	<b>Benny Benavidez</b>
Course Title & #:	<b>Intro to Corrections Systems</b>	Email:	<b>Benny.benavidez@imperial.edu</b>
CRN #:	<b>10671</b>	Webpage (optional):	
Classroom:	<b>2734</b>	Office #:	<b>n/a</b>
Class Dates:	<b>08/16 to 12/11/21</b>	Office Hours:	<b>Monday 1430hrs-15:30 Wednesday 13:30hrs to 14:30</b>
Class Days:	<b>Monday</b>	Office Phone #:	<b>760-355-8350</b>
Class Times:	<b>1120- 1420</b>	Emergency Contact:	<b>Rhonda Ruiz</b>
Units:	<b>3</b>	Class Format:	<b>Live/ classroom</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)

### Course Prerequisite(s) and/or Corequisite(s)

None

### 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

ISBN: 9781133049739 / 1133049737 (11<sup>th</sup> Edition)

**American Corrections** by: [Todd R. Clear \(Links to an external site.\)](#), [Michael D. Reisiq \(Links to an external site.\)](#), [George F. Cole \(Links to an external site.\)](#)

Explore the American corrections system from the perspective of both the corrections worker and the offender in AMERICAN CORRECTIONS, Eleventh Edition. Comprehensive yet not overwhelming, the book covers both institutional and community sanctions, incorporating high-profile corrections cases taken from recent headlines to reinforce important theories.

## Course Requirements and Instructional Methods

Audio Visual Computer Assisted Instruction Demonstration Discussion Group Activity Lecture Simulation/Case Study Class Activity Essay Mid-Term/Final Exam(s) Objective Oral Assignments Problem Solving Exercise Quizzes Written Assignments Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

## Course Grading Based on Course Objectives

How much you learn in the course, as well as your final grade, depends on the effort you put into the readings and

**FINAL GRADES**

in class assignments, worth 20 points. Tests (100 pts, FINAL 150 POINTS) and quizzes (25 pts) may be given on Blackboard or in class at instructor's discretion. No makeup tests, quizzes or in class assignments will be given. Should students be allowed to make up work, there will be a penalty of 5 points per day for late work. There are a total of 680 points available. Grades will be assigned on the basis of the following weights: **POSSIBLE POINTS**

Assignments 100 points	90 -100 % = A
Quizzes 100 points	80 - 89 % = B
Participation 30 points	70 - 79% = C
Exams 450 points	60 - 69 % = D
<b>Total 680 points</b>	Less than 60% = F

*NO LATE ASSIGNMENTS*

### Course Policies

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online 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.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class may 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.**
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Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

## Other Course Information

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### Grading Scale:

- A 90 to 100%
- B 80 to 89%
- C 70 to 79%
- D 60 to 69%
- F less than 60%

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

## Anticipated Class Schedule/Calendar

Anticipated Class Schedule / Calendar Date or Week	Activity, Assignment, and/or Topic
Week 1	Syllabus & Introduction
08/16	
Week 2	Chapter 1- The Corrections System      Quiz 1-Chapters 1-2
08/23	



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	Chapter 2- The Early History of Correctional Thought and Practice	
Week 3 08/30	Chapter 3: The History of Corrections in America	Assignment/review
	Chapter 4: The Punishment of Offenders	
Week 4 09/6	Chapter 5: The Law of Corrections	<b>Test 1 Chapters 1-5</b>
Week 5 09/13	Chapter 6 &7: The Correctional Client / Jails, Detention and Short Term Incarceration	
Week 6 09/20	Chapter 8: Probation	Quiz 2 Ch. 6-8
Week 7 009/27	Chapter 9 & 10: Intermediate Sanctions and Community Corrections/ Incarceration	<b>Test 2-Chapters 6-10</b>
Week 8 10/4	Chapter 11 the Prison Experience	
Week 9 10/11	Chapter 12: Incarceration of Women	11-12 Quiz 3 Ch
Week 11 10/18	Chapter 13: Institutional Management	
Week 12 10/25	Chapter 14: Institutional Programs	<b>Test 3-Ch. 11-14</b>
Week 13 11/1	Chapter 15 Release From Incarceration	Presentations Begin
Week 14 11/8	Chapter 16: / Making It-Supervision in the Community	



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Week 15

11/15

Chapter 17: Corrections for Juveniles /  
Chapter 18: Incarceration Trends :  
Presentations

Quiz 4 Ch. 15-17

Week 16

11/29

Chapter 19 & 20: Race, Ethnicity, and Corrections/ T  
Penalty / Assignment 6 /Presentations/ final review

Week 17

12/6

FINAL: 12/8/15 , 2015 (Comprehensive  
Test)


**\*\*\*Subject to change without prior notice\*\*\***