
Basic Course Information

Semester	Spring 2024	Instructor Name	Kathy Rodriguez
Course Title & #	Introduction to Corrections System CSI 100	Email	Kathy.rodriguez@imperial.edu
CRN #	20375	Webpage (optional)	
Room	online	Office	3209
Class Dates	02/12/24-06/07/24	Office Hours	Office hours: M/W Online Hour: 4:30 pm to 6:00 Office: T/R 12:45 - 1:15
Class Days	online	Office Phone #	760-355-6245

Class Times	online	Office contact if student will be out or emergency	Rhonda Ruiz 760-355-6280
Units	3		
		Class Format/Modality	Asynchronous

Course Description

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:

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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

American Corrections 13th edition by: [Todd R. Clear](#), [Michael D. Resign](#),

Explore the American corrections system from the perspective of both the corrections worker and the offender in AMERICAN CORRECTIONS, Thirteenth 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

We will be using Canvas to conduct this online course.

Logging into Canvas

- a. Go to <http://imperial.canvas.com> and follow the login instructions to login.
- b. Once logged in, click on the 'courses' tab located on the top right of the page.
- c. Click on the class to enter the course.
- d. Read the course syllabus.
- e. Read the document under each Week called "Objectives and Assignments." This will provide you with information regarding each week's course studies and tasks to complete.

The online version of this course is not self-paced. There are strict deadlines that need to be met every week. You will be given a list of weekly deliverables that you will be responsible for. You can find these under the appropriate weekly heading (i.e.. Week 1). Any questions you may have about the course can be posted in the 'Ask the Instructor' forum inside Canvas.

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 in class assignments. No makeup tests, quizzes or in class assignments will be given. Grades will be assigned based on the following weights:

Course Grading Based on Course Objectives

Assignment Descriptors	Points
1. Class Assignments	400 (20)
2. Quiz	100 (10)
3. Tests	200 (4)
4. Final Exam	200 (1)

TOTAL POINTS	900
<p>A= 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59- 0%</p> <p>PLEASE NOTE: <i>Assignments are due on the date stated on the syllabus.</i></p> <p><i>Late assignments are not accepted.</i></p> <p><i>Make every effort to turn in assignments on time or you may receive a zero for that assignment.</i></p>	

Attendance

- It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- 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. For online courses, students who fail to complete required activities for the first week and/or two consecutive weeks from Week 2 on may be considered to have excessive absences and may be dropped.

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- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences. What does it mean to "attend" an online class?
 - 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.

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

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance 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 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.
- IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

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.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893- 9853.
- **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 accommodation.

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 provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 7603556128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355- 6310 or in building 1536 for appointments or more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-3556141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also, under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives.
- Students experiencing homelessness.
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-3555713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

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

Date or Week	Activity, Assignment, and/or Topic	Due Dates/Tests
Week 1 02/12-02/18	<p style="text-align: center;">**Tentative, subject to change without prior notice**</p> Orientation Chapter 1: The Corrections System Chapter 2: The Early History of Correctional Thought and Practice	Assignments/ Discussions

<p>Week 2 02/19-02/25</p>	<p>Chapter 3: The History of Corrections in America Chapter 4: Contemporary Punishment</p>	<p>Assignments/ Discussions</p>
<p>Week 3 02/26-03/03</p>	<p>Chapter 5: The Law of Corrections Chapter 6: The Correctional Client</p>	<p>Assignments/ Discussions and Test</p>
<p>Week 4 03/04-03/10</p>	<p>Chapter 7: Jails, Detention and Short-Term Incarceration</p>	<p>Assignments/ Discussions</p>
<p>Week 5 03/11-3/17</p>	<p>Chapter 8: Probation Chapter 9: Intermediate Sanctions and Community Corrections</p>	<p>Assignments/ Discussions</p>

Week 6 03/18-03/24	Chapter 10: Incarceration Chapter 11: The Prison Experience	Assignments/ Discussions and Test
Week 7 03/25-03/31	Chapter 12: The Incarceration of Women	Quiz
14/01-04/07	SPRING BREAK NO CLASS	
Week 8 04/08-14/14	Chapter 13: Institutional Management Chapter 14: Institutional Programs	Assignments/ Discussions Quiz

Week 9 04/15-04/21	Chapter 15: Release from Incarceration	Test
Week 10 04/22-04/28	Chapter 16: Making Supervision in the Community	Assignments/ Discussions
Week 11 04/29-05/05	Chapter 17: Corrections for Juveniles	Assignments/ Discussions
Week 12 05/06-05/12	Chapter 18: Incarceration Trends	Assignments/ Discussions and Test
Week 13 05/13-05/19	Chapter 19: Race, Ethnicity, and Corrections	Assignments/ Discussions

<p>Week14</p> <p>05/20-05/26</p>	<p>Chapter 20: The Death Penalty</p>	<p>Assignments/ Discussions</p>
<p>Week 15</p> <p>05/27-06/02</p>	<p>Chapter 21: Immigration and Justice Chapter 22: Community Justice</p>	<p>Assignments/ Discussions</p>
<p>Week 16</p> <p>06/03-06/07</p>	<p>Final Exam Week</p> <p>Chapter 23: American Corrections: Looking Forward</p> <p>**Tentative, subject to change without prior notice***</p>	<p>Assignments/ Discussions/ FINAL EXAM</p>