

SYLLABUS
COMMUNITY CORRECTIONS - JS 302
FALL 2022

INSTRUCTOR CONTACT INFORMATION

Instructor: Angela Wartel

Office Hours: Tuesday/Thursday 11:00-1:15 or by
appointment

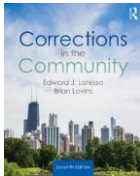
Office: SPH 304

Telephone: 208-792-2851

Email: arwartel@lcsc.edu

PREFERRED METHOD OF CONTACT: I can be reached via email through Canvas by clicking the email link on the left of the course page. Please send emails through Canvas or to arwartel@lcsc.edu. I check both regularly. Allow at least 24 hours for a response during the week and 48 hours during the weekend.

REQUIRED TEXT



Latessa, E. and Lovins, B. (2019). *Corrections in the Community*, 7th ed. New York, Routledge. ISBN: 978-1138389298

COURSE DESCRIPTION: This course provides an overview of the purposes and goals of community-based corrections and its various components, including probation, parole, and intermediate sanctions. Topics addressed include the historical and theoretical foundations of community-based corrections, presentence investigations, sentencing, managing/reducing risk in the community, and emerging trends in the field.

COURSE OBJECTIVES: Upon successful completion of this course, students should be able to demonstrate the following competencies:

- Provide detailed descriptions of the major alternatives to incarceration, assumptions underlying programs, and outcome studies.
- Discuss the most recent developments in community-based corrections.
- Identify and describe historic reforms in community corrections.
- Differentiate between probation and parole and the challenges/stereotypes associated with each.
- Identify and describe the challenges facing the offender, the criminal justice system, and the community when an offender receives community-based corrections.

COURSE TECHNOLOGY: This course has a web presence on Canvas. If you have any problems accessing the site, please notify IT (208-792- 2231) as soon as possible. The Canvas site will have a copy of the syllabus and schedule, weekly modules, assignments, a section for your grades, and a link to email me. You must log in to this site at least twice a week.

Email: You are expected to check your LCMAIL regularly. Important course information (such as assignments and course changes) may be sent through email.

Technological Requirements: You must have a reliable internet connection.

PARTICIPATION: Online courses are not self-paced. They require active participation. It is vital that you complete the readings and required works to succeed. Due dates are not suggested dates for assignments. Plan your work accordingly. Do not wait until the last minute to complete your coursework. It creates unnecessary stress and can impact the quality of your work. You CAN work ahead in this course, but do not get behind!

COURSE REQUIREMENTS

Introduction Post (10 points): Write a paragraph or two introducing yourself to the discussion forum. Some ideas to include - your year in college, major, hobbies, future goals, hometown, family, pets, jobs, or anything else you are comfortable sharing. Include a photograph of you or something important to you (pets, hobbies, favorite place, etc.). If you post a picture with another person, make sure you have permission to do so.

Syllabus Quiz (10 points): The syllabus quiz is a short quiz that must be completed by all students entering the course. This quiz will cover basic information from the syllabus. There is no time limit for the quiz, and it can be retaken one time.

Case Study Discussion Posts (6 @ 40 points each): To encourage critical thinking about course concepts, you will be required to complete six case study discussion assignments based on the readings. These assignments will challenge you to critically analyze each case and prepare the best scenario response. Each question should be answered thoroughly and provide both detail and justification for your responses.

Completed case studies will be posted to the discussion forum. You are required to address each scenario indicated in the assignment. You are also required to post at least two responses to others. Your discussion posts should be written in proper English. Avoid “text-speak.” Thirty points (of the overall 40) will be allotted for your post answering the discussion questions. The other ten points will go towards your two replies (five points each).

Discussion Guidelines

- Thoroughly answer all discussion questions in one forum posting. Do not start a new thread for each scenario presented.
- Do not assume that others have the same knowledge or experiences that you do. Provide a brief context to your postings.
- Do not attach documents or photographs to the discussion forum (except for your introduction post photo). Attachments will not be graded.
- All posts are expected to be respectful and friendly.

Original Post Grading will be based on:

- The level of knowledge and understanding demonstrated towards the course readings and scenario prompts. Postings should be thoughtful and analyze the content and questions asked. Answers must be organized and easy to read.

- Depth: Evidence of college-level thinking that displays critical thinking and analytical ability.
- Detail: There should be no doubt that you have read the assigned readings and viewed all required course material. *Cite relevant passages from the text and other course material.* When citing sources, the correct format must be used (MLA or APA), both in-text and out.
- Originality: Students should answer the material in their own words, adding their thoughts and ideas to the concepts discussed. Original posts cannot be a direct copy of the views or opinions of other students. This is academic dishonesty and will result in an “F.”

Discussion Response Grading

- Responses should be respectful, courteous, and polite. Inappropriate postings (those that attack or are aggressive to another) are unacceptable and will result in an “F” for that discussion.
- Responses should demonstrate knowledge and understanding of the readings. Provide supporting statements with examples or experiences.
- Responses must help continue the conversation by asking a relevant question, bringing in new information, or relating the post to another phenomenon.
- Only posts that demonstrate excellence in continuing the conversation and providing detail will be given full credit. *One or two sentence replies are unacceptable and will not be considered for grading. Responses should be at least two entire paragraphs.*

Check the discussions often. You are not required to post a response to every student, but you should take the time to read all the postings from classmates. The free exchange of ideas (within the assignment confines) will help you get more out of the course.

Discussions close at 11:59 PM on the due date indicated on the schedule. Discussion grades will be available in the grade section within one week of the due date.

Presentence Investigation Report (PSI) (60 points): The PSI is considered one of the most critical documents in the correctional process. Studies have shown that, although there is considerable variation from court to court, judges follow the recommendation of the PSI in approximately 85 percent of the cases. Your assignment is to complete a presentence report on a fictitious individual, choosing one of the four listed offenses. More details can be found on Canvas.

Module Reviews (12 @ 40 points each): Students will complete twelve chapter reviews covering the assigned material. Each review may consist of multiple-choice, true/false, essay, matching, and fill-in-the-blank questions. You will not have a time limit on your reviews, but you must complete the review before the due date, or it will be auto-submitted, and you will receive a grade based on the number of questions answered.

Although you may use your textbook to complete these reviews, working with another student or individual constitutes cheating. If discovered, both individuals will receive an F in the course and be referred to the appropriate LCSC authorities for further action.

Your case study postings and module review assignments will gauge your level of course comprehension. There are no major exams in this course.

SEMESTER GRADE DETERMINATION AND GRADING SCALE

Assignments	Points	Letter Grade	Point Range
<i>Introduction & Syllabus Quiz (@10 each)</i>	20	A (93-100)	744-800
<i>Discussions (6 @ 40 points)</i>	240	A- (90-92)	720-743
<i>Module Reviews (12 @ 40 points)</i>	480	B+ (87-89)	696-719
<i>PSI assignment</i>	60	B (83-86)	664-695
<i>Total</i>	800	B- (80-82)	640-663
		C+ (77-79)	616-639
		C (73-76)	584-615
		C-(70-72)	560-583
		D+ (67-69)	536-559
		D (60-66)	480-535
		F (59 and below)	479 and below

I do not round up grades. Every point counts!

COURSE POLICIES

Late Work and Incompletes: Late work will receive a 30% grade deduction for one week after the due date. Work submitted after one week will not be accepted and will receive a zero. If an emergency arises, that prevents you from completing your work on time, email as soon as possible to make arrangements. Emergencies are defined as anything serious and unexpected. Examples of emergencies are car accidents, a serious health crisis of the student or in the student's immediate family, etc. Examples of non-emergencies are weddings, vacations, or any other event which can be planned around. ***The last day for any late work in the course is December 1.***

Students are expected to complete all work in a timely fashion. Incompletes are granted at instructor's discretion after at least 80% of all coursework is successfully (D+ or higher) completed. Incompletes are reserved only for documented catastrophic or extenuating circumstances. The instructor reserves the right to set the course completion deadline, which may be at any time before the end of the following semester. Incompletes revert to an F if the work is not completed by the expiration deadline.

Course Etiquette: The college experience brings together students from diverse backgrounds. To get the most out of the course, be respectful to others. We will be discussing controversial topics. The discussions will challenge students to analyze their views and the views of others. If a classmate does not agree with your point of view, remember that it does not make them a bad person. Review their argument and consider their positions. Mutual respect, civility, and

the ability to recognize the views of others are crucial to the critical thinking process. Active, thoughtful, and respectful participation will make this course productive and engaging.

Flexibility Clause: The instructor reserves the right to modify the course requirements and other related policies as circumstances dictate and with sufficient notification to all students. Even the professor can have an unanticipated emergency, and the college—or the community at large—may experience an emergency that requires changing the class schedule or requirements. I do not expect to invoke this clause, but you will be notified as soon as possible if I do. Any change will also be posted to Canvas.

Keep up to date on the [LCSC Social Sciences Division](#) and
[the LCSC Justice Studies Club](#)

Topical Outline

Course Week	Topic
Week One	Introduction to the Course and the Criminal Justice System
Week Two	Pretrial Bond, Bail, and Diversion
Week Three	Sentencing and Community Corrections
Week Four and Five	Probation in America
Week Six	Parole in America
Week Seven	Offender Assessment
Week Eight	Roles of Probation and Parole Officers and Supervision Strategies/Service Delivery
Week Nine	Graduated Responses to Behavior
Week Ten	Community Residential Correctional Programs
Week Eleven	Women and Community Corrections
Week Twelve and Thirteen	Special Populations and Problem-Solving Courts
Week Fourteen	Fall Break
The Final Weeks	Evaluating Community Corrections and the Future