

CJ 350: Correctional Alternatives
Spring 2017

Tuesday/Thursday [11:00 – 12:15pm]

Instructor: Dr. Adam K. Matz
Office:
Phone:
E-mail:
Office Hours: TR 1:00-3:00pm, W 9:00-12:00pm

Course Description

This course is designed to explore and evaluate intervention strategies developed in the criminal justice system as alternatives to institutional corrections in the sentencing of adjudicated persons. Among these options this course will explore community corrections, parole, house arrest, restitution, community service, and the development of intervention services in support of dispositions.

Course Objectives

- Define community corrections and its purpose.
- Examine the history of community corrections and its development.
- Examine the various components of community corrections including pretrial, probation, parole, and half-way houses.
- Examine case management practices including risk/needs assessment.

Prerequisite(s)

CJ 201, CJ 270

Required Readings

- Alarid, L. F. (2017). *Community-based corrections* (11th ed.). Boston, MA: Cengage Learning.
- Additional readings, including journal articles and other supplemental resources, as assigned or provided by the professor.

Graded In-Class Activities (unannounced)

In addition to weekly readings and quizzes, unannounced in-class activities will be conducted and made up of critical thinking questions, minute papers, group activities, and other activities as decided upon by the professor. There will be no more than 10 graded in-class activities throughout the course of the semester, though there will be ample opportunities provided for input and discussion (not graded). Each activity will be worth 10 points for completion for a total of no more than 100 points (about 17% of the total grade). For any unannounced in-class group activities the final product will be graded and all students within the group will receive the same grade. Below are some examples of these activities.

- *Critical Thinking Question(s)* – During class students will be engaged in various discussions and will be asked to, individually or in groups, respond to specific critical questions that require a thoughtful analysis of a problem in corrections. This requires students to be sufficiently prepared for class by reading the assigned materials.
- *Minute Paper(s)* – A half-page response written in-class concerning a specific corrections dilemma. The professor will announce the topic and question in-class and provide students an opportunity to write a response, summarize main points of the lecture, or respond to other types of questions. The writing will generally be followed by a class discussion or group activity.
- *Group Activity(ies)* – On occasion students may be required to work in groups to collectively address or discuss a corrections dilemma and present a summary of their discussion to the larger class.

Term Paper

Each student will select an issue, program, intervention, or other specialized topic in community corrections, with the professor's approval, and develop a term paper devoted to that topic (five pages using 12-point font, *Times New Roman*, double-spaced, and one-inch margins [note the title and reference pages do not count towards the length of the paper]). The paper will outline the topic, its importance, its history, and summarize what is known about this issue or program. The paper should also include a discussion and conclusion that considers the impact of the issue or the value of the program. While there is no limit to the number of references that can be used your paper should contain at least five references from peer-reviewed journals (which can be located at <http://library.und.edu/>).

The paper should conform to the standards set forth in the latest edition (6th) of the American Psychological Association (APA) style guide (see <http://apastyle.org/>). Topics should be finalized by Tuesday, March 7th. A *draft of the manuscript is due on April 6th*. The *final manuscript is due on May 9th*. Each version of the paper must be submitted on Blackboard by midnight that day to receive full credit. The draft is worth 10 of the 50 points for the assignment (about 8% of the final grade). Failure to submit a draft is an automatic loss of 10 points. The draft does not have to be a complete paper, but should demonstrate substantive progress so that I can offer quality advice on further improvement and refinement.

Paper Presentation

Students will present a summary of their term paper to the class. Each presentation should last no more than 10 minutes and include a PPT that summarizes the key points of your paper. The presentation is worth a total of 50 points (about 8% of the final grade). PPTs must be submitted to Blackboard, by midnight the day of the presentation. The rubric on the following page applies to both the paper and presentation. Students will be provided a sign-up sheet to schedule their presentation. Presentations will occur during the last two weeks of class, prior to finals week.

Rubric for Corrections Case Brief Paper/ Group Presentation

	A (Excellent)	B (Competent)	C (Developing)	F (Needs Work)
Creativity and Originality	You exceed the parameters of the assignment, with original insights or a particularly engaging style.	You meet all the parameters of the assignment.	You meet most of the parameters of the assignment.	You do not meet the parameters of the assignment.
Structure	Your ideas are presented in a logical and coherent manner throughout the paper/ presentation, with strong topic sentences to guide the reader/ listener. The reader can effortlessly follow the structure of your ideas.	The reader/ listener can follow the structure of your ideas with very little effort.	The reader/ listener cannot always follow the structure of your ideas.	The reader/ listener cannot follow the structure of your ideas.
Clarity	Your sentences are concise and well crafted, and the vocabulary is precise; the reader/ listener can effortlessly discern your meaning.	The reader/ listener can discern your meaning with very little effort.	The reader/ listener cannot always discern your meaning.	The reader/ listener cannot discern your meaning.
Mechanics	There are no distracting spelling, punctuation, or grammatical errors, and quotations are all properly cited (in the paper/PPT).	There are few distracting spelling, punctuation, and/or grammatical errors, and quotations are all properly cited (in the paper/PPT).	There are some distracting spelling, punctuation, and/or grammatical errors, and/or some of the quotations are not properly cited (in the paper/PPT).	There are significant and distracting spelling, punctuation, or grammatical errors, and/or the quotations are improperly cited (in the paper/PPT).

*Adapted from Ambrose, Bridges, DiPietro, Lovett, & Norman (2010).

Quizzes and Exams

Each chapter from Alarid (2017), will be accompanied by a 10-item quiz on Blackboard, to be completed prior to the class period associated with that chapter (see *Tentative Course Schedule*). Note, completing the quiz that day after the start of class will result in an automatic deduction of one-point, and a subsequent point deduction for each day thereafter. For the first week there will be an additional quiz based on the material contained in this syllabus (this, along with the Chapter 1 and 2 quizzes will be due the second week of the semester prior to class on Tuesday, January 17th). The quizzes will contain 10 multiple-choice, matching, and/or true/false items intended to help you review the reading material. A total of 15 quizzes will be administered worth 10 points each (totaling 150 points, 25% of the final grade). Four exams (totaling 200 points, about 33% of the final grade), will be conducted. Exams will include 30 multiple choice and four short essay questions based on the assigned reading material and lectures.

Grading Scheme

Component	Points	% of Grade
Attendance/Participation	50	8%
Class Activities (x10)	100	17%
Term Paper	50	8%
Presentation	50	8%
Chapter Quizzes (x15)	150	25%
Exams (x4)	200	33%
Total	600	100%

Course Policies and Statements

Attendance

Students are expected to attend class, read the assigned material, be attentive and participate in class, and complete required assignments in a timely fashion. Students are also expected to come to class on time, stay until the end of class, and to dedicate their time in class to academics. Side conversations are not permitted, nor is reading newspapers, writing papers for other courses, etc. Phones, pagers, etc. should be turned off except by prior arrangement for emergencies. Any of these disruptive behaviors may impact the final participation grade (attendance and participation is worth 50 points, 8% of final grade). Students are permitted up to three unexcused absences without impacting their grade, but are responsible for contacting the instructor to complete any missed work. Additional absences will negatively impact a student's class attendance/participation score. Students arriving more than 10 minutes late, or leaving more than 10 minutes early, will be considered absent; first offense is a warning. Attendance will be checked at the beginning of each class. A class participation rubric is provided below and will be used to further inform students' final attendance/participation grade.

Rubric for Class Participation

	A (Exemplary)	B (Competent)	C (Developing)	F (Not Engaged)
Frequency and Quality	Attends class regularly and always contributes to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives.	Attends class regularly and sometimes contributes to the discussion in the aforementioned ways.	Attends class regularly but rarely contributes to the discussion in the aforementioned ways	Does not attend class and never contributes to the discussion in the aforementioned ways.

*Adapted from Ambrose, Bridges, DiPietro, Lovett, & Norman (2010).

Late Assignments/ Make-up Examinations

Late assignments and exams will be marked down one letter grade per day late or not accepted if more than five days late. Make-up work may be different and/or more difficult than the original assignment/ exam.

Notice of Non-Discrimination

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, 401 Twamley Hall, 701.777.4171, und.affirmativeactionoffice@UND.edu or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

Disability Access Statement

Contact me using the contact information on the first page of this syllabus to request disability accommodations, discuss medical information, or plan for an emergency evacuation. To get confidential guidance and support for disability accommodation requests, students are expected to register with DSS at <http://und.edu/disability-services/>, 190 McCannel Hall, or 701.777.3425.

Reporting Sexual Violence

If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; donna.smith@UND.edu; or go to <http://und.edu/affirmative-action/title-ix>.

Faculty reporting obligations regarding sexual violence

Classroom discussions or assignments may lead a student to disclose information about an incident of sexual violence that occurred recently or in the more distant past. It is important for students to understand that faculty are required by federal law to report to the Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. Reporting the incident does not mean an investigation will occur if the student does not

want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services at <http://und.edu/affirmative-action/title-ix>.

How to seek help when in distress

We know that while college is a wonderful time for most students, some students may struggle. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students on campus through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. For more additional information, please go to <http://und.edu/student-affairs/student-rights-responsibilities/care-team.cfm> .

How to Recognize When a Student is in Distress

The term “distressed” can mean any of the following:

- Student has significant changes in eating, sleeping, grooming, spending, or other daily activities.
- Student has cut off or minimized contact with family or friends.
- Student has significant changes in performance or involvement in academics, sports, extracurricular, or social activities.
- Student describes problems (missing class, not remembering, destructive behavior) that result from experiences with drinking or drugs.
- Student is acting withdrawn, volatile, fearful, etc.
- Student is acting out of character or differently than usual.
- Student is talking explicitly about hopelessness or suicide.
- Student has difficulty concentrating or difficulty carrying on normal conversation.
- Student has excessive dependence on others for company or support.
- Student reports feeling out of control of one's emotions, thoughts, or behaviors.

Tentative Course Schedule

Class	Description	Readings/Assignments
Tuesday January 10, 2017	<i>Introductions, Syllabus, and Chapter 1: An Overview of Community Corrections</i>	Readings: Syllabus and Ch. 1
Thursday January 12, 2017		
Tuesday January 17, 2017	<i>Chapter 2: How Probation Developed: Chronicling Its Past and Present</i>	Readings: Ch. 2 Quizzes: Syllabus, Ch. 1, & Ch. 2
Thursday January 19, 2017		
Tuesday January 24, 2017	<i>Chapter 3: History of Parole and Mandatory Release</i>	Readings/Quiz: Ch. 3
Thursday January 26, 2017		
Tuesday January 31, 2017	Review PART I: Overview and Evolution of Community Corrections	*Tentative Term Paper Ideas
Thursday February 2, 2017	EXAM I	*Complete on Blackboard
Tuesday February 7, 2017	<i>Chapter 4: Pretrial Supervision, Sentencing, and the Presentence Investigation Report</i>	Readings/Quiz: Ch. 4
Thursday February 9, 2017		
Tuesday February 14, 2017	<i>Chapter 5: Case Management Using Risk/ Needs/ Responsivity</i>	Readings/Quiz: Ch. 5
Thursday February 16, 2017		
Tuesday February 21, 2017	<i>Chapter 6: Supervision and Treatment for Offenders with Special Needs</i>	Readings/Quiz: Ch. 6
Thursday February 23, 2017	Guest Speaker: Dr. David Weiman (Reentry)	
Tuesday February 28, 2017	<i>Chapter 7: Community Supervision Modification and Revocation</i>	Readings/Quiz: Ch. 7
Thursday March 2, 2017		
Tuesday March 7, 2017	Guest Speakers: John Knutson & Robyn Yayn (Adult Probation)	*Final Term Paper Selections
Thursday March 9, 2017	EXAM II	*Complete on Blackboard
Tuesday March 14, 2017	SPRING BREAK	
Thursday March 16, 2017		

Tuesday March 21, 2017	<i>ACJS Annual Meeting</i>	*Out of Class Assignment [Work on Term Paper]
Thursday March 23, 2017		
Tuesday March 28, 2017	<i>Chapter 8: Residential Community Supervision</i>	Readings/Quiz: Ch. 8
Thursday March 30, 2017	<i>Chapter 9: Nonresidential Graduated Sanctions</i>	Readings/Quiz: Ch. 9
Tuesday April 4, 2017	<i>Chapter 10: Economic and Restorative Justice Reparations</i>	Readings/Quiz: Ch. 10
Thursday April 6, 2017	<i>EXAM III</i>	*Complete on Blackboard
		*Draft Term Papers Due (Submit on Blackboard)
Tuesday April 11, 2017	<i>Chapter 11: Prisoner Reentry: Collateral Consequences, Parole, and Mandatory Release</i>	Readings/Quiz: Ch. 11
Thursday April 13, 2017	<i>Chapter 12: Career Pathways in Community Corrections</i>	Readings/Quiz: Ch. 12
Tuesday April 18, 2017	<i>Chapter 13: Juvenile Justice, Probation, Parole</i>	Readings/Quiz: Ch. 13
Thursday April 20, 2017	<i>Chapter 14: Bringing it all Together: Practical Solutions for Community-Based Corrections + Paper Presentations</i>	Readings/Quiz: Ch. 14 <i>*If presenting, submit PPT on Blackboard after class</i>
Tuesday April 25, 2017	<i>Paper Presentations</i>	<i>*If presenting, submit PPT on Blackboard after class</i>
Thursday April 27, 2017	<i>Guest Speaker: Jim Fish (Juvenile Probation)</i>	
Tuesday May 2, 2017	<i>Paper Presentations</i>	<i>*If presenting, submit PPT on Blackboard after class</i>
Thursday May 4, 2017	<i>Paper Presentations</i>	<i>*If presenting, submit PPT on Blackboard after class</i>
Tuesday May 9, 2017	<i>EXAM IV</i>	*Complete on Blackboard
		*Final Term Papers Due (Submit on Blackboard)