

CRJ 443: Community Corrections

8/11/2018

Master Course Syllabus for Online Courses

FACULTY INFORMATION:

Patricia (Patty) Barnhart
School of Criminology and Criminal Justice
411 North Central Avenue, 6th Floor
Phoenix, AZ 85004-0685
Phone: 517-420-5734
Email: Patricia.Barnhart@asu.edu

COURSE MEETING TIMES AND LOCATION:

This is an online course; therefore, there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies. You are expected to log into the Blackboard course regularly.

OFFICE HOURS AND INSTRUCTOR COMMUNICATION:

While this is an online class, I am available to meet with students by appointment either in person or for phone discussion on Tuesday Nights from 5 pm to 9 pm or will make arrangements with anyone who can't make it during this time. The best way to contact me is via email or text. If you are texting me, please identify yourself.

This course uses a "Three Before Me" policy for student to faculty communications. When questions arise during the course of this class, please remember to check **three** sources for an answer **before** emailing your instructor:

1. Course Syllabus
2. Announcements in Blackboard
3. The Q & A Forum

This policy will help you in potentially identifying answers before I can get back to you, and it also helps your instructor from answering similar questions or concerns multiple times.

Although your classmates may be helpful in answering questions, please be aware that nothing in this forum constitutes official course policy. In the event of a conflict between information on the Q & A forum and information in the syllabus, always refer to the syllabus unless the information in the syllabus was formally changed by the instructor through an official course announcement. Please note that your instructor will respond to your Q&A Forum posts and to your emails within 24-48 hours on business days.

All instructor correspondence will be sent to your “@ASU.edu” e-mail account. Forwarded emails to and from your ASU to a personal account is not recommended, as often times course related emails are “lost” in cyberspace. ASU faculty will not respond to any e-mail address other than ASU account addressed emails.

When emailing me, please include the course number “CRJ 443” in the subject of your email, so I can prioritize it over other emails that are not course related.

COURSE DESCRIPTION:

Our society often conceptualizes offenders as existing within prisons or jails. Many individuals are surprised at the sheer number of offenders living among us within our communities. Non-incarcerative programs for offenders fall into the generic category of “community corrections.” These include probation, parole, and other community-based supervision programs.

Alternatives to incarceration exist at many levels of the criminal justice system and are designed to limit an offender’s penetration into the system. In recent years, society has seen an increasing use of probation and other community corrections programs. This course examines the historical development of corrections in the community, the role of community corrections in contemporary society, the special populations served and the numerous and diverse types of community correction programs used today.

COURSE PREREQUISITE(S):

Prerequisite(s): CRJ 302; CRJ 303

LEARNING GOALS:

Upon successful completion of the course, students should be able to:

1. Evaluate the various theories of punishment and the way in which community corrections fulfills this role including past, present and future trends;
2. Analyze the changing philosophy and goals of community corrections, and the significant role community corrections plays in the criminal justice system;
3. Understand and evaluate the various types of community corrections programs, including analyzing major advantages and disadvantages of these alternatives to incarceration;
4. Remember the various components of community corrections;
5. Create written communication skills through written assignments; and
6. Apply research, and critical thinking skills through written assignments.

REQUIRED BOOKS:

- Latessa, E.J. & Smith, P. (2015). *Community Corrections (6th edition)*. Belmont, CA: Routledge. {ISBN: 978-0-323-29886-5}.

OTHER REQUIRED RESOURCES:

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use, the following hardware and software packages:

- A functioning computer, up-to-date within the last 5 years. Please note, *mobile devices such*

as tablets or smartphones are not recommended for use with Blackboard. The Blackboard mobile app can be used for occasionally checking on the course, but the mobile app will not display the course in its entirety. You must access the course regularly from a full-featured laptop or desktop computer.

- A web browser, updated to the most recent version. Chrome, Mozilla Firefox, or Safari are the preferred browsers for accessing Blackboard. *Internet Explorer is not recommended for use with Blackboard.*
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microphone and speaker attached to your computer
- A word processing software, such as Microsoft Word, Apple Pages, or Open Office.

You are responsible for having a reliable computer and internet connection throughout the course. Further, communication is typically conducted through email, so students are expected to check their ASU email frequently. In addition we will utilize the Blackboard learning platform. Students are expected to submit written assignments in MS Word.

STATEMENT OF WORKLOAD EXPECTATIONS:

The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: “A minimum of 45 hours of work by each student is required for each unit of credit.” Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), *as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C).* **This translates to 9 hours per week engaging with the learning assignments (i.e., readings, online lectures and activities, assignments and assessments, and studying) for an online classes that meet over a 15 week-semester.** As you register for courses, keep this 135-hour standard in mind because during some semesters your work and/or family commitments may prevent you from taking a full load of classes.

LEARNING ACTIVITIES:

1. Reading Assignments – Unless otherwise specifically assigned, reading assignments are taken from the required resources specified above. The reading assignments listed for each class are those readings, which a student must complete before the class in order to be prepared for class that week. Not all of the assigned readings will be discussed in class; however, all assigned readings may be covered on quizzes, exams, or other assessments.
2. Exams – The seven (7) exams are comprised of 17 multiple-choice questions, True and False, and (3) essay questions. Exams are open book, but you will only have 90 minutes to complete each exam. My experience suggests that this is more than enough time for you to complete each exam, if you are familiar with the material. I would encourage you to study each section's material thoroughly before you take an exam – in other words, become **familiar** with it; and not rely on looking up information for each question or you will not have enough time to complete the exam.

The exams cover the assigned readings. Due to the format of the exams, they must be manually

scored by Professor Barnhart. Please note that scores will not be immediately available-an email announcement will be sent once all tests are graded and scores are posted. Students may contact Professor Barnhart directly with questions related to their exam.

You will have one (1) opportunity to take each exam. If you open an exam you cannot close it until the exam is completed. If you open an exam once, the program will only permit you to open it up one additional time, so please do not open an exam until you are ready to take it. Exceptions to this policy will only be considered on a case-by-case basis with good cause i.e. there is a technical issue beyond your control.

Remember you are required to be **completed** by 11:59 pm on the due dates or the computer will not allow you to take the exam. If you are in the middle of the exam when the deadline for completion expires the page will close automatically and you will receive a "0" for the exam. This means if you start an exam at 11:58 pm, you better complete it by 11:59 pm or you will receive a "0". Each exam is worth 60 points, 2 points for each of the 17 multiple choice, true/false questions totaling 34 points including the last 3 questions which are short answer essays worth 26 points. Totaling 420 points toward your overall grade.

Additionally, a syllabus exam is available to students until August 22, 2018 at 11:59 pm. It is worth 40 points and covers major points of the syllabus. While some of you may wonder why a test over the syllabus is necessary, I have found that some students neglect to carefully review the syllabus until the last day class and wonder why they are not doing as well as they thought. This should be the easiest 40 point of the semester if you read the syllabus carefully.

3. Discussion Boards –While we do not meet in person, we will discuss some of the course readings as well as current issues and events relating to the subject. I expect many of us will have different points of view on particular issues, but I also expect we will be respectful of each others' opinions. Students will be required to participate in a formal discussion board seven times during the semester. Participation in this component is worth 140 points toward the student's grade (twenty points per discussion board). Discussion board topics and time frames for each board are posted in the Weekly Course Schedule. For each Discussion Board, students must first post a response to the question and then respond to TWO other student's posting. Students must submit a total of three postings in each discussion board to receive full credit. Please see the criteria and rubric for full details. Discussion board **opens the Saturday of the first week at 12:01 am. The first post is due by that following Monday which is two (2) days later by 11:59 pm. The Discussion board closes on Monday of the second week of the cycle at 11:59 pm.** An example is discussion board #1 opens on Saturday, August 18th at 12:01 am. This discussion board first post is due by that Monday, August 20th and closes on the next week Monday or August 27th at 11:59 pm.

Discussion Board Grading Matrix

Category	Highest Points	Varying Points	Lower Points
Delivery of Post	Consistently uses grammatically correct posts; rare misspellings	Occasional to limited grammatical or spelling problems in posts.	Utilizes poor spelling and grammar; posts appear "hasty".
Participation	Responds to all questions in discussion topic prompt and responds to AT LEAST 2 other students' posts in a substantive, insightful manner.	Responds to most of the questions in the discussion topic prompt; responds to 1 or 2 other student's posts; posts are not substantive or insightful.	Posts only once; posts are thin on substance and clearly rushed in the waning minutes before the discussion topic closes; copies the same post over and over.

Relevance of Post	Consistently posts topics related to discussion topic; cites additional references to the topic.	Frequent to occasional posts that are off-topic; sometimes prompts further discussion; sometimes offers no further insight into the topic.	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks.
Expression within the Post	Expresses opinions and ideas in clear, concise manner with obvious connection to the topic.	Sometimes posts lack connection to the topic or unclear connection to topic.	Does not express opinions or ideas clearly; no connection to the topic.
Contribution to the Course	Frequently attempts to motivate group discussion; presents creative approaches to the topic.	Frequent to occasional attempts to motivate group discussion; sometimes exhibits marginal effort to contribute.	Makes no effort to participate to learning; indifferent to discussion topic.
Respect	Consistently respectful in postings, particularly in expressing dissenting opinions with others.	Usually respectful in postings, may need to be reminded to express dissenting opinions in a more respectful manner.	Consistently disrespectful in postings, disparages others' opinions, makes verbal attacks.
Timeliness	Student comments are posted on different days the topic is open. First post is made by Tuesday of the week the post is open.	Student comments are all posted on the same day but before the last day the topic is open.	Student comments are posted within the last couple hours of the topic being open.

4. Writing Assignment –Students will be required to submit two (2) written paper. These papers will be worth 100 and 300 points respectively. The first paper, worth 100 points, will be an article review. It will be a 4 to 6 page critique, with a minimum of 5 sources. Students will be provided 1 article per assigned alphabetical group in Blackboard. The paper topics will be provided around week 4. The second paper, worth 300 points and 14 to 16 pages in length, will have topics provided after week 7. These papers will be double-spaced, with 10-12 point font and 1-inch margins. The cover and references pages do NOT count towards the page length requirement. Do not include an abstract. The paper will be graded on organization, content, grammar, and currency (recent sources). The best papers will evaluate the effectiveness of these community corrections issues. These papers must be submitted no later than the due date posted in the course schedule. Submit electronic documents in Microsoft Word. All in-text citations and references should follow APA formatting.

Grading Matrix for Written Assignments

Category	Highest Points	Varying Points	Lower Points
Content	All required elements are addressed in sufficient detail paper does not go into unrelated discussion: meets the minimum length requirements.	Required elements are addressed, some not as in depth as the topic requires; essay may stray into irrelevant discussion; meets or comes close to meeting	Required elements are not all addressed or addressed in sufficient depth; essay wanders off-topic; does not meet minimum length requirements.

Category	Highest Points	Varying Points	Lower Points
		minimum length requirements.	
Writing	Clear, concise writing; required elements are clearly identified and well-supported; minimal grammatical errors.	Overall good writing but may have some inconsistencies; minimal unclear passages; some grammatical or spelling errors.	Poor writing; unclear passages; numerous spelling or grammatical errors.
Organization	Clearly organized paper that is arranged in a logical order; clear introduction, body, and conclusion; proper use of paragraphs.	Well-organized paper overall; missing a solid introduction or conclusion; some use of huge mega-paragraphs.	Disorganized paper; no logical order to the structure; missing introduction or conclusion; extensive use of huge mega-paragraphs.
Format	Consistent, proper citation of outside sources within the paper and in the bibliography following the paper; essay has a cover page and separate page for bibliography.	Proper citation of outside sources within the paper and in the bibliography; no cover page or bibliography is listed on the same page as the essay.	Sources cited improperly or not at all; missing bibliography; no cover page; most of the first page of content is used for non-content material.
Sources	Student uses at least 5 outside sources; published within last 10 years; fact-based/academic in nature; student does not use course text as source.	At least 5 outside sources; may have used course text as a source; may have used old sources (over 10 years old); some unacceptable sources (Wiki, blogs, etc.)	Student does not meet minimum source requirements; extensive use of course text; has used old sources; extensive use of unacceptable sources.
Quotations	Used sparingly if at all; paper is well paraphrased, excellent summary of source material.	Some over-use or overly-long quotations that do not add to the overall quality of the paper.	Used extensively; does not demonstrate the student's understanding of the material.

Because this is a 440-level course, I expect students to demonstrate research skills and incorporate at least 5 outside sources in the preparation of each paper. Please note, sources must be recent (those published within the last 10 years). Sources must be fact-based or academic (e.g. peer-reviewed journals, biographies, reputable news sources) in nature, Wiki sources are NOT acceptable, nor are websites, blogs, opinion-based articles, CNN News, Fox News, MSN News etc. The course textbook may not be used as a source for the paper.

By four to six pages and fourteen to sixteen pages, I mean actual content. This does not mean taking half of the first page with your name, my name, the title of the course, etc. This would be violating the APA format. These papers must be submitted with a cover page (with all relevant information) and actual content starting on the next page. Students are expected to utilize proper citation formats. An abstract is not necessary.

SUBMITTING ASSIGNMENTS

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Blackboard. Written assignments must be submitted as Microsoft Word documents unless otherwise indicated by the instructor. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email. Papers must be submitted via SafeAssignment on the class Blackboard page. Go to the week in which the assignment is due, click on the link for the paper, attach your file, then hit “SUBMIT”.

Due to the threat of email viruses, I do not accept assignments as email as attachments. Papers will be checked using anti-plagiarism software (SafeAssign) and will be returned to me with an originality report. As a general rule, any paper that shows over 20% matching in the content area (not including sources) has gone over an acceptable threshold. I am interested in students demonstrating their understanding of the topics, not necessarily how well they can quote someone else’s work.

SUMMARY OF GRADED ASSESSMENTS:

Table 1: Graded Assessments and their Points

Task	Points
Syllabus Quiz	40
Papers 100 + 300= 400	400
Exams (7 x 60pts each)	420
Discussion Boards (7 x 20pts each)	140
Total Points	1000

FINAL COURSE GRADING SCALE:

Table 2: Grading Scale

Average Between	Equals
97.00% and 100.00% 970-1000 pts.	A +
94.00% and 96.99% 940-969 pts.	A
90.00% and 93.99%	A

900-939 pts.	-
87.00% and 89.99% 870-899 pts.	B +
84.00% and 86.99% 840-869 pts.	B
80.00% and 83.99% 800-839 pts.	B -
77.00% and 79.99% 770-799 pts.	C +
74.00% and 76.99% 740-769 pts.	C
70.00% and 73.99% 700-739 pts	C -
60.00% and 69.99% 600-699 pts.	D
0.00% and 59.99% 599-0 pts.	E

ACADEMIC INTEGRITY:

1. Academic Dishonesty – In addition to academic performance, students are expected to demonstrate the qualities of honesty and integrity. All submissions by a student are expected to be the original work product of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving a failing grade in the course ('XE') and in appropriate disciplinary action being initiated. The possible sanctions include, but are not limited to, grade penalties, permanent record on your transcript of academic dishonesty, loss of registration privileges, disqualification, and dismissal. Please see the official ASU Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at: <http://provost.asu.edu/academicintegrity>
2. Electronic Review – To ensure compliance with academic integrity policies, written submissions will be submitted to SafeAssign, TurnItIn, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database.
3. Citation Style – Because this is a criminology and criminal justice course, students are required to use the citation style and format of either the American Psychological Association (APA) or the American Sociological Association (ASA). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The Bluebook*.

4. Avoiding Plagiarism – Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To combat such ignorance, here are rules and resources to help you avoid any problems with plagiarism. Of course, these rules apply regardless of the citation form or style you may be using.
- a. Direct Quotations – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your references section!
 - b. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.
 - c. Using Other's Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
 - d. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
 - e. Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.
 - f. Altering or Revising Your Own Prior Work – You should also be aware that altering or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements on the course you are currently taking.

SPECIAL LEARNING NEEDS:

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

1. Establishing Eligibility for Disability Accommodations – Students who feel they will need disability accommodations in this class but have not registered with the DRC should contact the DRC immediately. Students should contact the DRC on the campus that your class is being held. Campus-specific location and contact information can be found on the DRC website: <https://eooss.asu.edu/drc>. DRC offices are open 8:00 A.M. to 5:00 P.M. Mondays through Fridays.
2. Disability Accommodations – Prior to receiving any disability accommodations, verification of eligibility from the DRC is required. Once registered with the DRC, students with disabilities must meet with me to discuss what reasonable accommodations they will need to be successful in this course. For students with disabilities that are known at the time this course begins, I encourage you to make your request for accommodations at the beginning of the semester, either during office hours or by appointment. For disabilities that arise after the course has begun, students should meet with me at the earliest possible time to arrange for accommodations of their learning needs. Disability information is confidential.

DUE DATES:

Planned Excused Absences – In an online course, there is more flexibility in when lectures and other learning materials are accessed, compared to a face-to-face course, but **the course due dates are not flexible**. If you know that a future event will interfere with your ability to complete course work, you are encouraged to contact the instructor to make arrangements for completing the assignments. Provided that student informs the instructor of the reason for the absence at least one week in advance of the absence, the instructor will attempt to make arrangements, only when absences are due to any of the following three reasons:

- a. religious reasons;
- b. jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); and
- c. university-sanctioned and/or university-approved activities (e.g., artistic performances, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.).

LATE SUBMISSIONS:

Written assignments are to be submitted by the due date. Late submissions will not be accepted unless: (1) an extension was granted by the professor in advance of the due date; or (2) documentation of an unforeseeable excused absence (as assessed in the professor's sole discretion) is provided.

MAKE-UP WORK

If you are seriously ill or you are injured in a manner that prevents you from completing your work, you should email me to let me know that you are sick or injured as soon as possible. The same is true for the death, injury, or serious illness of an immediate family member. Please be advised that for missed work based on an emergency situation to be excused, you may be required to submit corroboratory documentation, such as a note from a physician documenting the illness or injury (notes from family members will not suffice), a death certificate or other form of proof of a family member's death, etc.

WARNING:

At times, we will be discussing material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes and associated victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse); and depiction or discussion of discriminatory attitudes or actions. ***If you have experienced criminal victimization or some other type of trauma in your past that you feel may impact your ability to fully participate in the class, please notify me as soon as possible if we are covering material that causes you to experience distress. Students are responsible for any material presented in the course. In the alternative, if after discussing the situation with me you are completely unable to engage with the material, we can explore the option of an alternate assignment.*** If you ever wish to discuss your personal reactions to this material with me, I welcome such discussion as an appropriate part of our coursework. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material in criminology and criminal justice courses, I encourage you to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classrooms because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. Thus, you should expect to become exasperated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

STUDENT CONDUCT:

The University and I expect all students to comport themselves professionally. Toward that end, I expect everyone to abide by the following rules of etiquette:

- Although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action. Indeed, an instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. In addition, students may face formal disciplinary action in the Office of Student Judicial Affairs. For more details about the University's Student Code of Conduct, please visit the following link and read the Arizona Board of Regents Policy Manual Sections 5-301 to 5-404, the terms of which are

hereby incorporated by reference into this syllabus:
<http://www.azregents.edu/policymanual/default.aspx>

- Please use proper grammar, spelling, and punctuation in all course-related communications, whether that is in the discussion boards, emails to the instructor, or assignments. “Text lingo” and other invented spellings are not allowed.
- What To Call Me – Please refer to me as “Professor Patty”.

OTHER IMPORTANT POLICIES:

1. Drop/Withdrawal Policies – For information on dropping/withdrawing from a class, see this page on ASU’s website: <https://students.asu.edu/drop-add>.
2. Extra Credit – There is no extra credit available in this class.
3. Copyright – All class materials are designed by the instructor and all class lectures are the intellectual property of the instructor and are protected by federal copyright law. Any unauthorized copying—including video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor. Written permission must be secured from the instructor in order to sell the instructor’s oral communication in the form of notes. Notes must have the note-taker’s name as well as the instructor’s name, the course number, and the date.

SEXUAL VIOLENCE AND HARASSMENT:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

TECHNICAL SUPPORT:

For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

Phone: 480-965-6500

Toll free: 855-ASU-5080

Web: <http://my.asu.edu/service>

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/> and <http://systemstatus.asu.edu/status/calendar.asp>

SYLLABUS CHANGES:

I view this course syllabus as an educational contract between myself and the students in the course. Accordingly, I will make every effort to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. I therefore reserve the right to make changes to the syllabus, other than to the attendance and grading policies.

COURSE SCHEDULE:

Here is an outline of the material we may cover. We may vary from this schedule depending upon the time the professor feels we need to spend on any topic. Therefore, use this schedule with the caveat that assignments may be changed by the professor any given class session. All assignments are due by 11:59 p.m., Arizona time, on the date indicated. It is highly advisable to complete your assignments well in advance of the due date, in case technical difficulties arise.

Weeks	Topics	Assignments	Due Date
Week 1 [8/16 to 8/25] MODULE 1	Chapter 1 The Criminal Justice System-Reading	Discussion Board Open	8/18 opens
		Syllabus Test Due by 11:59 PM	8/22
Week 2 [8/26 to 8/31] MODULE 1	Chapter 5 What Works in Probation and Parole -Reading	Discussion Board #1 Due	8/27
		Exam #1 Due by 11:59 PM	8/31
Week 3 [9/1 to 9/7] MODULE 2	Chapter 2 Sentencing and Community Corrections-Reading	Discussion Board Open	9/1
Week 4 [9/8 to 9/14] MODULE 2	Chapter 3 Probation in America-Reading	Discussion Board #2 Due	9/10
		Exam #2 Due by 11:59 PM	9/14
Week 5 [9/15 to 9/21] MODULE 3	Chapter 4 Parole in America-Reading	Discussion Board Open	9/15
Week 6 [9/22 to 9/28] MODULE 3	Chapter 6 Juvenile and Community Corrections-Reading	Discussion Board #3 Due	9/24
		Exam #3 Due by 11:59 PM	9/28

Week 7 [9/29 to 10/5] MODULE 4	Chapter 7 Roles of Probation and Parole Officers-Reading	Discussion Board Open	9/29
		Paper #1 Due by 11:59 Submit via Safe Assignment	10/5
Week 8 [10/6 to 10/12] MODULE 4	Chapter 8 Offender Assessments-Reading	Discussion Board #4 Due	10/8
		Exam #4 Due by 11:59 PM	10/12
Week 9 [10/13 to 10/19] MODULE 5	Chapter 9 Strategies for Managing and Providing Services to Offenders-Reading	Discussion Board Open	10/13
Week 10 [10/20 to 10/26] MODULE 5	Chapter 10 Intermediate Sanctions-Reading	Discussion Board #5 Due	10/22
		Exam #5 Due by 11:59 PM	10/26
Week 11 [10/27 to 11/2] MODULE 6	Chapter 11 Community Residential Correctional Programs-Reading	Discussion Board Open	10/27
Week 12 [11/3 to 11/9] MODULE 6	Chapter 12 Special Populations in Community Corrections-Reading Chapter 13 Drug and Other Problem Solving Courts-Reading	Discussion Board #6 Due	11/5
		Exam #6 Due by 11:59 PM	11/9
Week 13 [11/10 to 11/16] MODULE 7	Chapter 14 Evaluating Community Corrections-Reading	Discussion Board Open	11/10
Week 14 [11/17 to 11/23] MODULE 7	Chapter 15 The Future of Corrections in the Community-Reading	Discussion Board #7 Due	11/19
		Exam #7 Due by 11:59 PM	11/23
Week 15 [11/24 to 12/7]	Paper Due	Submit via Safe Assignment from 12/4-12/7	Submission starting 12/4. Deadline: 12/7 at 11:59 PM

