



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Natural Sciences and Business

COURSE: CRJ 1070 Corrections in America

Date: Fall 2019

Credit Hours: 3

Prerequisite(s): None

Delivery Method: **Lecture** **3 Contact Hours (1 contact = 1 credit hour)**
 Seminar **0 Contact Hours (1 contact = 1 credit hour)**
 Lab **0 Contact Hours (2-3 contact = 1 credit hour)**
 Clinical **0 Contact Hours (3 contact = 1 credit hour)**
 Online
 Blended

Offered: **Fall** **Spring** **Summer**

IAI Equivalent – **Only for Transfer Courses**-go to <http://www.itransfer.org>: CRJ 911
Introductions to Corrections

CATALOG DESCRIPTION:

The purpose of this course is to examine the philosophical and theoretical study of the American correctional process: including a critique of assumptions, policies, and practices of present correctional institutions and consideration of strategies for implementation of change.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciation for diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

Upon completion of the course, the student will be able to:

Outcome #1: Students will gain an appreciation for the historical, political, and philosophical factors which shape the modern corrections.

Competency 1.1: Students will be able to distinguish between criminal and civil law.

Competency 1.2: Students will be able to discuss use of social control to manage deviance.

Competency 1.3: Students will be capable of discussing the early reformers, such as, Voltaire, Beccaria, Bentham, and Lombroso.

Competency 1.4: Students will be able to define the Utilitarian doctrine and determinism.

Competency 1.5: Students will be able to identify correctional techniques with the positivist or classical school.

Outcome #2: Students will be able to identify the goals of criminal punishment and the corresponding correctional application and agency philosophy.

Competency 2.1: Students will be able to discuss deterrence; and its corresponding forms.

Competency 2.2: Students will be able to outline the goals of incapacitation and the current methods of incapacitation.

Competency 2.3: Students will be able to outline the goals of rehabilitation and treatment and discuss the implications for society.

Competency 2.4: Students will explain retribution and the philosophical arguments surrounding retribution.

Outcome #3: Students will develop an understanding of the sentencing patterns in the United States and the relationship of these patterns to philosophical changes.

Competency 3.1: Students will be able to outline the forms of punishment used historically.

Competency 3.2: Students will be able to outline the forms of criminal punishments currently used in the United States.

Competency 3.3: Students will demonstrate an understanding of the different types of incarceration sentences.

Competency 3.4: Students will be able to explain sentencing disparity and sentencing guidelines

Outcome #4: Students will gain an overview of the community based correctional system.

Competency 4.1: Students will be able to outline the differences between rehabilitation and reintegration.

Competency 4.2: Students will be capable of discussing the reasons for the development of community based programs.

Competency 4.3: Students will be able to outline the most common forms of community based corrections.

Competency 4.4: Students will be able to demonstrate an understanding of probation and the many forms of probation.

Competency 4.5: Students will be able to determine which form of probation suits which offender.

Competency 4.5: Students will be able to discuss the differences between parole and mandatory supervised release.

Competency 4.6: Students will be able to discuss the differences between parole and mandatory supervised release.

Competency 4.7: Students will be able to outline the parole process.

Outcome #5: Students will gain an overview of the American jail system.

Competency 5.1: Students will be able to outline the functions and the role of jails in the American system of corrections.

Competency 5.2: Students will be able to outline the requirements for a constitutionally sound jail.

Competency 5.3: Students will demonstrate an understanding of the special needs of jail populations.

Outcome #6: Students will gain an understanding of correctional institutions.

Competency 6.1: Students will be able to outline the historical development of correctional institutions.

Competency 6.2: Students will be able to demonstrate the ability to discuss the philosophical changes that led to the development of the penitentiary.

Competency 6.3: Students will be able to identify the Auburn and the Pennsylvania design of correctional institutions.

Competency 6.4: Students will be able to elucidate the new Penology era.

Competency 6.5: Students will be capable of discussing the differences in modern prisons based on security level.

Competency 6.6: Students will be able to demonstrate an understanding of modern institutions including the inmates, prison gangs, daily operation, adaptive roles, and the inmate economy.

Competency 6.7: Students will be able to outline the differences between male and female prisons and male and female inmates modes of adaptation.

Competency 6.8: Students will be competent in the understanding of the rights of inmates.

Outcome #7: Students will gain a legal, philosophical, and logical understanding of capital punishment.

Competency 7.1: Students will be able to outline the Supreme Court decisions that ceased the use of capital punishment.

Competency 7.2: Students will be able to trace the historical roots of capital punishment.

Competency 7.3: Students will be able to discuss the arguments for and against the use of capital punishment.

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To apply analytical and problem solving skills to personal, social, and professional issues and situations.	Students will be able to outline the goals of rehabilitation and treatment and discuss the implications for society.
Second Goal	
To construct a critical awareness of and appreciation for diversity.	Students will be able to outline the differences between rehabilitation and reintegration.
Third Goal	
To recognize what it means to act ethically and responsibly as an individual and as a member of society.	Students will be competent in the understanding of the rights of inmates.

COURSE TOPICS AND CONTENT REQUIREMENTS:

See above competencies and outcomes.

INSTRUCTIONAL METHODS:

- Assigned readings
- Interactive etext
- Discussion board forums
- Videos related to content
- Asynchronous instructor presentations

INSTRUCTIONAL MATERIALS:

- Blackboard Learning Management System
- Inclusive Access eText: Allen, H.E., Latessa, E.J., & Ponder, B.S. (2019). Corrections in America (5th^{ed.}). New York, NY: Pearson. Current edition.
- Videos related to content
- Other outside readings as assigned

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

Read weekly readings.

Other reading assigned reading.

Participation in discussion board forum.

Research Paper

Written exams

OTHER REFERENCES

Analysis of various historical key figures who have contributed to jurisprudence

Course Competency/Assessment Methods Matrix

(Dept/# Course Name)	Assessment Options																															
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D						
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.																																
Outcome # 1: Students will gain an appreciation for the historical, political, and philosophical factors which shape the modern corrections.								X	X				X																X			X
Outcome #2: Students will be able to identify the goals of criminal punishment and the corresponding correctional application and agency philosophy.								X	X				X																X			X
Outcome #3: Students will develop an understanding of the sentencing patterns in the United States and the relationship of these patterns to philosophical changes.								X	X				X															X				X
Outcome #4: Students will gain an overview of the community based correctional system.								X	X				X														X					X

