

# CRIM 770 Seminar in Contemporary Corrections-DEAdd-

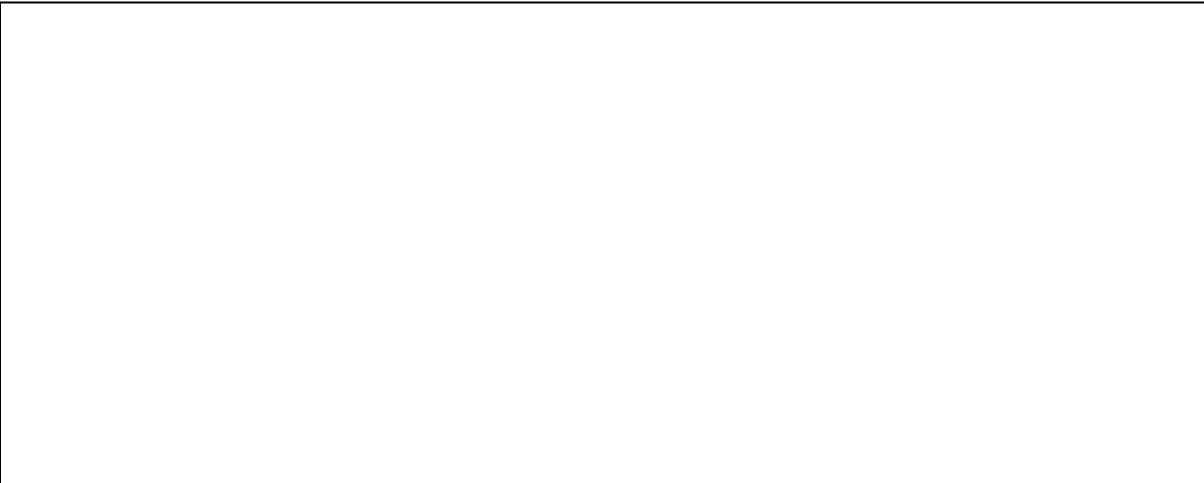
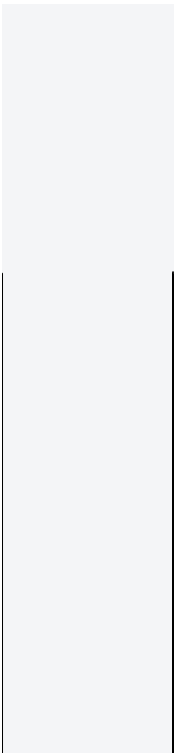
.

ⓘ

.

:


--	--



<p><b>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?*</b></p>	<p>I have experience using various on-line classroom management systems including WebCT, Moodle, and Desire2Learn. I participated in the <i>Introduction to Moodle Workshop</i> (May 2010) and the <i>Content and Navigation in Desire2Learn Workshop</i> (August 2011) offered through Instructional and Research Technologies at IUP. I also participated in the online seminar <i>Foundations of Online Pedagogy</i> offered by the Office of Distance Education and Continuing Education in November, 2011. I currently use Desire2Learn in my face-to-face classes at IUP. Students can access the syllabus, announcements, course notes, discussion questions, and grades online. I also successfully taught an online undergraduate class using D2L in the Fall 2015 semester. In addition to posting content I am experienced using Dropbox, online discussion boards, and the calendar and online quizzes tools.</p> <p>In regard to this specific class, I have been teaching at IUP for 10 years and taught at another university for four years prior to coming to IUP. I have taught corrections classes at the undergraduate level for a number of years both at IUP and my former institution. I keep up-to-date on research on this topic, serve as manuscript reviewer for an academic journal devoted to correctional issues (<i>The Prison Journal</i>), and have experience conducting research related to corrections.</p>
-----------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.*</b></p>	<p>All of the outcomes listed below will be met through the following: assigned readings will be required of all students; summary notes will be posted in association with assigned readings; students will be required to post responses to instructor generated discussion questions and to comment/reply to other students' posts which will contribute to threaded discussions. Specific outcomes will also be met through additional methods which are outlined below.</p> <p><b>1. Analyze the role of U.S. cultural values on criminal punishment.</b></p> <p>Students will analyze how U.S. cultural values influence our system of punishment in general. They will also examine how media depictions of prisons in particular influence public attitudes and values towards offenders and punishment. Students will submit journal entries related to this topic to the instructor via Dropbox.</p> <p><b>2. Compare and contrast modern correctional practices to historical practices.</b></p> <p><i>Students will compare similarities and identify differences between contemporary correctional practices and historical ones related to methods of punishment (e.g., corporal punishment, solitary confinement, etc.) and punishment paradigms (e.g., retributive, rehabilitative, just deserts, etc.). Students will view a video related this topic that they will access via a hyperlink on the LMS. Through journal assignments, students will be asked to share their observed similarities and differences with the class, as well as the instructor, using the discussion board and Dropbox functions on the LMS.</i></p> <p><b>3. Assess linkages between incarceration rates and race.</b></p> <p>Students will examine incarceration trends in the U.S. and will analyze the negative impact that heavy reliance on imprisonment has had on minority populations. Students will view a video related to America's imprisonment binge via a link on the LMS and will submit journal entries related to this topic via Dropbox.</p> <p><b>4. Evaluate key contemporary correctional issues.</b></p> <p>The evaluation of key correctional issues will span a significant part of the semester. For each week related to this topic, select students will be required to find a recent news article related to a contemporary correctional issue, write a brief review of the article, draw connections from the article to information related to class, and post their assignment using the LMS discussion tool. The remaining students will be required to provide feedback and commentary on the issue (this will occur on a rolling basis until each student has presented a current events assignment). The student will also submit the written assignment to the instructor for feedback and grading via Dropbox. Additionally, students will be given the option of several books to read related to contemporary correctional issues (e.g., wrongful conviction, solitary confinement/supermax prisons, etc.). From this list, each student must choose one book to review and analyze. This assignment will be submitted to the instructor via the Dropbox tool. Finally, students will submit journal entries for certain key issues via the discussion board for other students and the instructor to provide commentary and will view various videos related to specific topics which they will access via hyperlinks.</p> <p><b>5. Appraise the utility of capital punishment and formulate a personal argument for the continuation or abolition of its use.</b></p> <p>Students will assess the various pros and cons of capital punishment and will write a persuasive paper arguing either for or against the use of capital punishment. Students will be required to support their stance with prior research related to capital punishment. This assignment will be submitted to the instructor via Dropbox for grading.</p> <p><b>6. Draw conclusions as to whether prison reform is possible in American society.</b></p> <p>Students will examine various websites devoted to prison reform which they will access via hyperlinks in the LMS. Additionally, students will be required present their opinions on prison reform through journaling; journal entries will be graded by the instructor using Dropbox and posted for other students to comment on by way of the discussion tool.</p>
<p><b>How will the instructor-student and student-student interaction take place?*</b></p> <p><b>(if applicable)</b></p>	<p>I will post content for students (i.e., class readings, summary notes, etc.) on the 'Content' page of our D2L class website. Communication regarding deadlines and general announcements will be posted by via the 'News' tool in D2L. Additionally, students will be required to actively participate in online discussions in which they will 1) post original, substantive responses to threaded discussion questions developed by the instructor; 2) post their own discussion questions for the class; and 3) comment/reply to other students' posts. These discussion board activities will initiate a dialog between the instructor and students as well as between the students themselves. Additionally, the instructor will be available at regularly posted times for contact via telephone, email, chat room, Skype/Facetime, or in person should the student be on campus.</p>

**How will student achievement be evaluated?**

Student progress and academic achievement will be evaluated through graded written assignments and discussion board posts. The written assignments are as follows:

1. **Reflection journal**— Over the course of the semester, students will maintain a journal that will require them to reflect on various, instructor-generated, topics related to corrections. There are a total of 10 journal entries with each entry being a minimum of two typed pages. Students will submit journal entries to the instructor for grading and feedback via Dropbox and post selected entries using the discussion tool for other students to read and respond. (Objectives 1, 2, 3, 4, & 6)
  
2. **Book review/analysis**—Students will be given a selection of books related to several key contemporary corrections issues from which they will choose one book to read and write a 7-8 page book review/analysis. In this paper, students must summarize important ideas/themes from the text, identify potential consequences/harms associated with and populations impacted by the issue, and provide recommendations for how to better deal with the issue in the future. This paper will be submitted to the instructor for grading and feedback via Dropbox. (Objective 4)
  
3. **Research paper**—Students will write a 7-10 page persuasive paper arguing their stance on capital punishment. Students are required to provide support for their arguments through the use of published empirical studies and articles on the subject. This paper will be submitted to the instructor for grading and feedback via Dropbox. (Objective 5)
  
4. **Current events project**—Students will find one recent news article on a contemporary correctional issue, write a two-page essay on the article/issue, and facilitate an online discussion related to the article by posting a minimum of two discussion questions for the class using the discussion tool in the LMS. In the paper, students will briefly summarize the correctional issue presented in the article and describe their reaction to the article. Students are required to apply information from class to support their opinion/response to the article. Students will also provide a hyperlink to the article on the discussion board so fellow classmates and the instructor can read the original article. (Objective 4)

Students will also be required to participate in online discussions related to a series of questions posted by the instructor each week and questions posted by other students in fulfillment of the current events project. Students will be required to provide an original, substantive response for each question and a minimum of three comments/replies to other students' posts on a weekly basis. Participation in these online discussions will be observed and graded by the instructor for content, clarity of writing, mechanics of writing, and civility; the instructor will contribute to the discussions. (Objectives 1, 2, 3, 4, 5, & 6)

**Proposed grading structure:**

Assignment	Points	% of Final Grade
Participation in Discussion Boards	140	40
Current Events Project	25	7
Journal	100	29
Book Review/Analysis	35	10
Research Paper	50	14
<b>Total</b>	<b>350</b>	<b>100</b>

**How will academic honesty for tests and assignments be addressed?\***

There are no exams/quizzes in this course. All assignments will be verified for authenticity by the professor who will grade each assignment. All written assignments will be submitted via Dropbox in D2L with authenticity checked through the Turnitin function available through Dropbox. The online discussions posts will be evaluated by the professor for both quality/content and online civility. The course syllabus contains sections regarding both academic dishonesty and online civility and indicates consequences associated with noncompliance.