UNIVERSITY OF NORTH GEORGIA  
DEPARTMENT OF CRIMINAL JUSTICE  
COURSE SYLLABUS 
CORRECTIONS AND PENOLOGY -- CRJU-7115-OLA  
FALL 2015 -- ONLINE  

Paper Due at Midnight, 15 November -- No exceptions

1. GENERAL INFORMATION

   Title: Title: Corrections and Penology 
   Instructor: John Stuart Batchelder, 309 Hansford Hall, 706-864 1907 (office) 
   College: College of Arts and Letters  
   Department: Criminal Justice  
   Course Number: CRJU-7115 

   D2L Login Information: 1. Go to “QuickLinks” on the university homepage 
   2. Click on “eLearning (D2L)” 
   3. Log in as you would in Banner. 

   Class Times: On-Line 
   Final Exam time (TBA) 

   Office Hours 
   Monday -- call 706-531-6399 to arrange appointment 
   Tuesday -- 9:00 to 12:00 
   Wednesday -- call 706-531-6399 to arrange appointment 
   Thursday -- 9:00 to 12:00 
   Friday -- call 706-531-6399 to arrange appointment 

   Class times for all Batch classes Monday Wednesday Friday 

   Corrections 8:00 to 8:50, 9:00 to 9:50, 10:00 to 10:50 Newton Oaks -- Room 015 
   Community-Based Corrections 2:15 to 3:05 Young Hall -- Room 214 

2. TEXT AND OTHER MATERIALS

   Knowledge Base (Text): WINFERDYK / ADULT CORRECTIONS 978-1-881798-50-7 
   Link to Information Technology Website: http://ung.edu/information-technology/index.php 

3. COURSE DESCRIPTION

   CRJU 7115 – Corrections and Penology – (3 hours) – This course will examine the current research in 
corrections and penology. It will address specific issues such as public perception and reaction to 
the criminal justice system’s methods of punishment and treatment of criminal offenders, the 
effectiveness of sentencing options and policies and the various theoretical and methodological 
approaches to the study of community-based corrections, intermediate sanctions, and prisons. 

4. COURSE OBJECTIVES and EXPECTED OUTCOMES

   Course Objectives: 
   To explore the major justifications for corrections, with a special focus on rehabilitation, 
derterrence, incapacitation, and restorative justice in a global setting. To give an analytical 
perspective to the history, development, implementation, and future of critical issues in the 
field of corrections for America. To examine the various theoretical approaches to corrections and 
the research intended to support or refute these perspectives. To evaluate the strategies of 
correctional reform and with models and practices of institutional and community-based corrections 
in light of recent innovations in corrections technology and how they fit into an overall global 
correctional strategy. To prepare current and future law enforcement professionals with the 
philosophical background to understand corrections as a force to change people. It should produce,
as the end product of the justice cycle, a person who will not return to the criminal Justice process.

**Expected Outcomes:**
- Understand the international philosophical context of corrections through the accomplishment of evaluations
- Evaluate the current global corrections infrastructure through the accomplishment of a critical analysis of each nation’s correctional system
- Apply global standards of conduct that apply to the care and reform of offenders through the accomplishment of student assessments in essay, and short answer-format
- Apply different national approaches to corrections through the depth of the content in your discussion posts

5. METHODS OF INSTRUCTION

On-Line

6. EVALUATION METHODS

It consists of essay questions taken from the literature and readings, and from the final exam / paper. Points are based on the assignments quizzes, participation, and the final paper / exam. Each student’s final grade will be based on the total amount of points that individual acquires throughout the semester. If a student fails to accomplish an assignment, there is little room for make-up, depending on the degree to which advance/concurrent notice is given. It is his or her responsibility to contact the instructor. Missed exams not made up within a specific period, will result in a grade of -0-.

You are expected to participate—in a timely way in accordance with the course calendar—in all discussions. This requires that you contribute to the learning process of your classmates as well as learning yourself. Your participation grade will depend on timely, productive involvement in class discussions. Your instructor is very happy to answer questions on the Discussion board (or elsewhere). Please note, however, that the instructor will not volunteer answers if there is no indication of effort by the students to explore answers to the discussion questions. For this course each student will be asked to explore the web and find at least one website, article, or resource related to the content to share with peers. Each student will be responsible for moderating a discussion based on the resource, and for participating in discussions based on resources submitted by at least two of the peers.

I care about your future. I want to help and serve you. That is my personal goal. Please have no reservations about calling me anytime (even after hours) if you need help. Every student is strongly encouraged to visit or phone my office, or call my cell phone to obtain answers, clarification, and moral support 24/7/365.

My personal goal is to help and serve students; you can call me 7 days a week, 24 hours a day, weekends and holidays included. Please have no reservations about calling me if you need help. If you call and there is no answer at my office or home phone, call my cell phone. EVERY STUDENT IS STRONGLY ENCOURAGED TO VISIT MY OFFICE, OR CALL MY CELL PHONE TO OBTAIN INSTANT ANSWERS, CLARIFICATION, AND MORAL SUPPORT -- ANY DAY, ANY TIME.

You should log in to this course and participate at least twice in any three-day period and at least four times per week. Your instructor will log in to this course daily on weekdays and at least once per weekend, except as shown in the course calendar, to respond to questions and to resolve any problems. In all communications, such as posts placed on the Discussion board, please write clearly, using proper sentence structure and grammar, and show a desire to help the other participants succeed in this course. Never use “text-message” style abbreviations in anything you write to me ever.

The 15-week course contains 15 modules, followed by a final examination / paper. You should expect to spend anywhere from 6 to 12 hours per week in reading, writing, and participating in discussions.

7. COURSE GRADING

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<th>Grading Scale for Course</th>
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<tr>
<td>A = 89.50 – 100.00</td>
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<tr>
<td>B = 79.50 – 89.49</td>
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<tr>
<td>C = 69.50 – 79.49</td>
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Assignments and Interaction = 50%
Paper = 50%
Online discussions are weighted in this class. The amount you interact in the discussion tool impacts your grade.

The student is responsible for all material presented in “class” and for all announcements and assignments.

(2) Class Participation: The semester starts with all students having zero class participation points. You accumulate participation points as the semester progresses. All students are expected to participate in discussions. Class participation score is a subjective measure that is effected by each and all of the following: (1) Online discussions, (2) presentation on material from outside sources, (3) attentiveness to what others are communicating, (5) courtesy, and (6) professional web-conduct, sometimes referred to as “Netiquette” (as one would be expected to do in a professional setting).

(3) Individual and Collaborative Work Policy: Although Students are encouraged to study together and seek assistance by studying in groups, assignments that are duplicates will receive a grade of –0–.

Grading Rubric for Final Paper

1. Know: The Introduction states what is already known and we have yet to discover. The reader should believe she or he knows status of the present knowledge, knows a reason why future exploration and growth is needed, and where this knowledge may be projected to logically follow in the future. It states what is lacking in the research, and how this paper will fill that gap.

2. Access: The Literature Review demonstrates the extent to which the topic has been investigated. The reader should believe they have a complete background or history of the topic through not only an adequate number of sources, but a variety of sources that includes a balance of supporting arguments and criticisms of particular viewpoints.

3. Evaluate: The Discussion and Analysis section crystallizes differing viewpoints and provides a quality critique of each research point.

4. Use: The Summary demonstrates that an organized plan was in place that articulated a thesis statement or research question, an answer to that question, and why the paper constitutes a viable contribution to the overall literature.

5. Ethical / Legal: The author as made use of APA citation style, avoided plagiarism, and given a summary of information without overusing quoted text.

For the writing component, each category has 12 points. Know = 12, Access = 12, Evaluate = 12, Use = 12, Ethical / Legal = 12. Total = 60 points.

8. SUPPLEMENTAL SYLLABUS

Students are expected to refer to the Supplemental Syllabus for the following information: Academic Exchange, Academic Integrity Policy, Academic Success Plan Program, Class Evaluations, Course Grades and Withdrawal Process, Disruptive Behavior Policy, Inclement Weather, Smoking Policy, Students with Disabilities Link: http://ung.edu/academic-affairs/policies-and-guidelines/supplemental-syllabus.php
<table>
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<tr>
<th>Week</th>
<th>Module Details</th>
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| (17 Aug) | Week 1 Module -- (Pick Paper topic and Introduce yourself)  
Accomplish all tasks in “Start Here” module |
| 1. | Homework: Pick Paper topic / (1 HW Paper Topic - week 1) |
| 2. | Discussion: Introduce yourself to class / (2 Disc Self Intro - week 1) |
| (24 Aug) | Week-2 Module (Video Chat and Get sources for paper)  
3. Homework: Video chat with Batch / (3 HW video chat - week 2) |
| 4. | Homework: Module Evaluation / (4 Mod Eval Weeks 1 and 2) |
| (31 Aug) | Week-3 Module (Intro Chapter)  
5. Homework: Textbook - Introduction Chapter / (5 HW Intro Chapter - Week 3) |
| (7 Sep) | Week-4 Module (Disc Intro Chapter)  
6. Discussion: Textbook - Intro Chapter / (6 Disc -- Discuss Intro Chapter - Week 4) |
| 7. | Homework: Module Evaluation / (7 HW Mod Eval -- Weeks 3 and 4) |
| (14 Sep) | Week-5 Module (Data Collection)  
8. Homework: Data-Collection Assignment / (8 HW -- Data Collection week 5) |
| 9. | Essay: Data-Collection Assignment / (9 HW -- Essay on Data Collection week 5) |
| (21 Sep) | Week-6 Module (CIPRA Intro)  
10. Homework: CIPRA Introduction / (10 HW CIPRA Intro -- week 6) |
| (28 Sep) | Week-7 Module (Discuss CIPRA Intro)  
11. Discussion: CIPRA Introduction / (11 Disc CIPRA Intro -- week 7) |
| 12. | Homework: Module Evaluation / (12 HW Mod Eval Weeks 5, 6 and 7) |
| (5 Oct) | Week-8 Module (CIPRA Brief - P1)  
13. Homework: CIPRA Brief Part 1 / (13 HW -- CIPRA Brief Part 1 week 8) |
| (12 Oct) | Week-9 Module (Discuss CIPRA Brief pl)  
14. Discussion: CIPRA Brief Part 1 / (14 Disc CIPRA Brief Part 1 week 9) |
| (19 Oct) | Week-10 Module (Questions on Belgium)  
15. Homework: Chapter 1 Adult Corrections in Belgium / (15 HW Ch1 Belgium week 10) |
| (26 Oct) | Week-11 Module (Questions on Canada)  
16. Homework: Chapter 2 Canadian Adult Corrections / (16 HW Ch 2 Canada week 11) |
| (2 Nov) | Week-12 Module (Questions on Germany)  
17. Homework: Chapter 4 Corrections in Germany / (17 HW Ch 4 Germany week 12) |
| (9 Nov) | Week-13 Module  
18. Homework: Work on paper only / (18 HW Mod Eval Weeks 8 - 13)  
PAPER DUE MIDNIGHT, 15 NOVEMBER -- NO exceptions |
| (16 Nov) | Week-14 Module  
19. Homework: CIPRA Brief Part 2 / (19 HW CIPRA Brief Part II Week 14) |
| 23 - 27 Nov | Thanksgiving Break |
| (30 Nov) | Week-15 Module  
18. Discussion of CIPRA Part 2 / (20 Disc CIPRA Brief Part II Week 15) |
The above link is designed to inform students about policies including student conduct, academic integrity, late submission of assignments, the grade of Incomplete, confidentiality in the classroom, and student grievances. On the webpage linked above, students will find the student handbook, academic advising, and academic review appeal hearing.

**Turnitin Statement:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

**Information Literacy Statement:** (for 3-4000 level courses, optional in lower level courses) So what exactly is Information Literacy (IL)? Information literacy, the topic of North Georgia’s Quality Enhancement Plan, is the ability to know when information is needed and to access, evaluate and use information effectively and ethically. Information literacy, with its focus on definable skills and critical thinking, supports and extends the institution's overall learning outcomes.

Information Literacy Learning Outcomes*

- The information literate student determines the nature and extent of the information needed. (Know)
- The information literate student accesses needed information effectively and efficiently. (Access)
- The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system. (Evaluates)

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose. (Use)

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally. (Ethical/Legal)

*Learning Outcomes adapted from the Association of College and Research Libraries (ACRL) standards

**On-line evaluation:** Class Evaluations at NGCSU are now conducted on-line through Banner. Evaluation of the class is considered a component of the course and students will not be permitted to access their course grade until the evaluation has been completed. The evaluations will be accessible beginning one week prior to Final Exam week.

**Early Alert Participation:** I am committed to your success in this course and at this university. I may, therefore, refer you to other persons and/or services available to help you achieve academic success. In turn, if you are referred, you will be expected to comply with the referrals. Please understand that such referrals are not a form of punishment, rather, they are intended to help you.

NGCSU has implemented an Early Alert/Early Intervention program. I am a participating faculty member in the program. I may, then, refer you to other persons and/or services at the university designed to help you achieve your academic goals. You, in turn, will be expected to take advantage of the help offered to you.

As your teacher I am committed to your academic success, not only in this class, but at this university. If I feel you would benefit from some of the special services available to students, I will make the appropriate referral. I will, further, expect you to comply with the referral and take advantage of the services offered. Statement Composed by the Recruit Back, Early/Alert Intervention Team, 2006