



**School of Arts & Science
CRIMINAL JUSTICE DEPARTMENT**

**CRIM 260-001
Issues in Corrections
2007W**

COURSE OUTLINE

The Approved Course Description is available on the web @

<http://www.camosun.bc.ca/schools/artsci/crim/index.php>

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Dr Michael Young, PhD		
(b)	Office Hours:	TBA by appointment		
(c)	Location:	Young 210B		
(d)	Phone:	(250) 370-3335	Alternative Phone:	
(e)	Email:	young@camosun.bc.ca		
(f)	Website:	http://young.disted.camosun.bc.ca/		

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

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

1. Research, analyze and present, using appropriate educational techniques, an issue of concern to the correctional field.
2. Demonstrate awareness of the complexity of the field of corrections and the correctional mandate.
3. Describe and discuss the role of law, policy, practice and key correctional staff.
4. Demonstrate awareness of correctional issues through the eyes of the offender, correctional officials, victims, and the public.
5. Analyze and discuss the inter-relationship between various correctional issues.

3. Required Materials

(a)	Texts	Course Reading pack, available in Bookstore. Criminal Justice Writing Reference Manual, available in Bookstore. Some reading resource material will be recommended or distributed in class.
(b)	Other	

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

General Course Objective:

Crim 260 students will be able to identify, analyze, and discuss the major issues and challenges affecting correctional systems in both Canada and other countries. This course will enhance the student's knowledge on a variety of correctional issues related to criminal offenders, the crimes they commit, the sentences they receive, programs designed to correct them, the policies that affect them, and the agencies, both private and public, responsible for their care and control.

Teaching Objectives:

1. To encourage students to think analytically and critically.
2. To conduct each class in a manner in which information is shared, questions can be asked, and in which dialogue and discussion is encouraged.
3. To expose students to correctional policies, practices, issues and practitioners so that students have knowledge of the dilemmas and challenges which exemplify the field of corrections.
4. To promote the exchange of ideas between the instructor/presenter and the students, and among the students themselves.

Instructional Policies

1. Late Penalty

Oral assignments must be completed on the date assigned. All late written work will be penalized by 20% per day unless an extension is legitimately warranted and approved by the course instructor *in advance* of the assignment due date.

2. Written Assignment Requirements

- a. All assignments must be handed to the instructor at the beginning of class. All assignments must be turned in to the instructor personally; assignments put under the door, in the mail, or otherwise submitted will not be accepted. If the submission of a paper is problematic, see the course instructor in advance of the submission date.
- b. Written assignments for this course must be typewritten, double-spaced and meet the basic requirements set out in the Criminal Justice Writing Reference Manual.

3. Plagiarism, Cheating and Academic Dishonesty

If the course instructor can document plagiarism, cheating and/or academic dishonesty, the penalty will be an automatic "zero" on the assignment in question.

4. Course Withdrawal

The last day to withdraw from this and other Winter term courses without receiving a failing grade is **March 12, 2005**.

5. Course Completion Requirements

Students must complete all evaluative requirements (Oral Presentation, Paper, Take-Home Questions, Self & Peer Evaluation) to receive a passing grade for this course. Unless granted prior written course instructor approval, a student who fails to complete any one of the evaluative requirements will automatically receive a fail (F) grade.

6. Mark/Grade Challenges and Appeals

A student seeking to question a mark assigned by the instructor on any course evaluation component, must clearly articulate in writing the specific element of the assignment being questioned and provide written reasons or arguments supporting a change in the mark. The Student Appeal Procedure is found on pages 39-40 of the 06/07-college calendar.

7. Student Responsibility

It is each student's responsibility to familiarize her/himself with course, program, and College policies. Students experiencing difficulties during the term are encouraged to talk to the course instructor at the earliest opportunity.

Class Rules

The first and most fundamental principle for participation in this class is that of RESPECT. This will be expected of all persons present both in and out of the classroom while engaged in discussion of class material. The following guidelines should be **followed in class**:

1. Participation during the discussion periods is encouraged, but remember not to take more than your fair share of class time to ask questions, present a point of view, debate a particular point made, etc. Ask yourself once in a while, whether you are taking more than your fair share of time.
2. Your response, questions and comments should be couched in respectful language, should be free of intense emotions, and should not be critical of the presenter or otherwise personalized. Identify and criticize a statement, point of view, belief, opinion, behavior, etc., by clearly stating why you object or disagree, with the focus of your statement being on the issue not the messenger. Please avoid personal attacks on a person, or criticizing the presenter. No one likes to feel attacked.
3. Speak respectfully to and about groups whether or not they are represented in class. For example, casual remarks that stereotype a group may be hurtful and damage the class atmosphere. I am offended by remarks that are racist, sexist, homophobic, anti-Semitic, ablist etc., that exemplify prejudice against specific groups or individual people. I will object to these remarks when I hear them in class and you are welcome to do the same. The recommended response to such an objection is to clarify what you said (if you were misinterpreted) or apologize.
4. Everyone has the right to make mistakes, including the instructor. Making mistakes is an effective way of learning. Let's be patient and respectful of one another's intellectual and personal growth.
5. If speaking out in class is really difficult for you, come see me to discuss other possible ways of fulfilling the participation requirement of this course. I appreciate that there are cultural and individual differences concerning speaking in class.
6. Please be sure to arrive to class on time. Once a student presentation has begun the classroom doors will be closed. It is expected that people arriving **late will not enter** during a presentation, and therefore will forfeit their attendance (and mark) for that class.

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

(a)	Assignments	<p><u>Written Report 30 %</u></p> <p>For this assignment students are required to submit an 8-10 page paper on one of two topics. The first option involves an evaluation on the effectiveness of drug courts as an alternative to the problems posed by illicit drug use. The second option involves an examination of conditional sentencing practices in Canada. For both topics, papers will need to address the legislative mandate, prevalence of use, effectiveness and the issues associated with their implementation and practice. Further details of this assignment will be provided in class during the first few weeks of class.</p> <p>Due Date: March 13, 2005</p>
(b)	Quizzes	<p><u>In-Class Quizzes 30%</u></p> <p>There will be three quizzes, each worth 10% of the final grade. The quizzes will be based on the course readings and in-class discussions. Format of the quizzes will include multiple choice and short answer questions.</p> <p>Dates: Various TBA.</p>
(c)	Exams	

(d)	Other (eg, Attendance, Project, Group Work)	<p>(b) Other (e.g. Project, Attendance, Group Work)</p> <p><u>Group Presentation 20%</u></p> <p>Working in groups of 3-4, students are required to present and discuss with their classmates a correctional issue chosen by the group during the first few weeks of class. Guidance on how to develop the presentation will be provided by the instructor. Presentations must be approximately 30 minutes in length and will occur on the dates indicated in the class schedule.</p> <p>Each group will be evaluated by the instructor and by 2-3 peers with the instructor's evaluation weighted at 50% and peer evaluations the other 50%. A guideline explaining the expectations of the group presenting and the evaluation criteria will be distributed separately and discussed in class. Following the presentation, group members will be required to lead discussion on the topic and answer questions arising from the presentation. Each group must meet with the instructor one week prior to their presentation.</p> <p>Due Date: Various TBA</p> <p><u>Participation and Attendance</u></p> <p>Since group presentation is a vital part of this course, and the group's ability to work effectively together will depend on active participation of all members, a mark worth 10% will be awarded for participation. The students, who will anonymously submit a mark for each group participant based on the contribution made by that participant, will determine the mark awarded. A brief rationale for the mark will be required. The final mark awarded to each participant will be an average of the other group members' marks.</p> <p>A second <u>5% will be awarded based on attendance</u>. The instructor will maintain a record of attendance. Each unexcused absence will result in the loss of <u>1%</u>. An excused absence is based on being ill, and notifying the instructor <u>prior</u> to the missed class. Multiple excused absences will require a Dr.'s note.</p> <p>The final 5% will be a combination of self-assessment and my assessment of class participation in discussions (e.g. response to group questions from readings, etc.).</p>
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6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5

70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

CRIM 260 - CLASS SCHEDULE

WINTER 2007

Readings

Jan. 9	Introduction to Course Material and Format The Ethics of Punishment
Jan. 16	Sentencing: Basics and Alternatives
Jan. 23	Restorative Justice: A Glimmer of Hope (video) Community Justice Models
Jan. 30	Quiz 1 Circle Sentencing: Aboriginal Approaches (Video: Sentencing Circles)
Feb. 6 speaker?)	Getting Corrected: An Ex-offender's Perspective (guest Does Rehabilitation Work?
Feb. 13	The Challenge of Drug Addiction Stanford Prison Experiment (video)
Feb. 20	Quiz 2 The Faint-Hope Clause: Will Clifford Olsen ever get out?
Feb. 27	Three Strikes Your Out vs. Peacemaking Criminology Privatization of Corrections
Mar. 6	Corrections: An Impossible Mandate? Quiz 3
Mar. 12	<i>Last day to withdraw without academic penalty.</i>
Mar. 13	Group Work/Evaluation Overview
Mar. 20	Group Presentations
Mar. 27	Group Presentations
Apr. 3	Group Presentations
Apr. 10	Group Presentations Wrap - Up