**CRIMINOLOGY-28-59426**

**Probation and Parole (3 units)**

**Spring 2017**

**01/10/2017-05/18/2017**

**Lecture Tuesday and Thursday**

**8:00AM – 9:15AM, Room CCI-204**

**Instructor - Dennis Montejano**

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**Email:** **dennis.montejano@reedleycollege.edu**

**Office Hours: Posted in Canvas**

**Course Description:** This course looks at the history, development, and current practices of probation and parole. It also analyzes the current trends and issues of community-based corrections, as well as alternatives for offenders.

**ADVISORIES: Eligibility for English 125 & 126. (A, CSU)**  **Course Credits/Class Hours: 3**

**Student Learning Outcomes:**

By the end of the semester it is expected that the student will:

1. Explain the various historical and developmental concepts of the probation and parole systems.

2. Compare and contrast the related systems of probation and parole.

3. Use the vocabulary of probation and parole.

**Learning Objectives:**

In the process of completing this course, students will:

1. Gather and organize material to complete the work and research required for the case brief and/or project.

2. Evaluate the historical and developmental concepts of the probation and parole systems.

3. Compare and contrast the systems of probation and parole.

4. Learn the vocabulary of probation and parole by articulately discussing content of the course with appropriate terminology.

**Americans with Disabilities Act:** Reedley College complies with the Americans with Disabilities Act. If you would like to request any accommodation for this course, please contact the Coordinator of Disabilities at (559) 638-3641 (**DSP&S**: <http://www.reedleycollege.edu/index.aspx?page=260>). A copy of the appropriate form, Notification of Authorized Services, needs to be submitted to the instructor – preferably within the first two weeks of the semester.

**Zero tolerance policy for Disruptive conduct in the classroom**

* The instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity.
* He/she can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct which violates the general rules and regulations of the College.
* Disruptive behavior in the classroom that obstructs or disrupts the learning environment.

**Academic Integrity Statement**

* Students guilty of academic dishonesty, either directly or indirectly through participation or assistance, are responsible to the instructor of the class. Academic dishonesty is defined as, but not limited to, plagiarism and cheating.
* At the discretion of the instructor, students who cheat or steal work from another source will be subject to significant consequences.
	+ Cheating - is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner. Cheating may include, but is not limited to, copying from another's work, supplying one's work to another, giving or receiving copies of examinations without the instructor's permission.
	+ Plagiarism - is a specific form of cheating: the use of another's words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved.
	+ See the Reedley College Catalog for further information regarding cheating and plagiarism.
* Additional disciplinary sanctions may be imposed through the regular institutional procedures as a result of academic misconduct.

**Sexual Harassment**

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile, or offensive work environment.

**Disclaimer:**

Due to the nature and reality of work in the criminal justice system, real life examples, verbal and non-verbal expression and role-playing by the instructor may be used to demonstrate to students important learning points. These examples are not meant to demean or insult any group or individual, but simply to give students an understanding of the reality that exists in this profession and prepare them to deal with different types of people and situations in a professional manner.

**Help:**

If you are having trouble in this class due a change in life circumstances or something you do not understand please see the instructor immediately. There are a number of services available to assist you at Reedley College. **Your success in this class is very important to me and I will work with you to assist you in succeeding in this course.** However, you must remember that success in this course cannot happen without you doing everything you need to do to succeed. (See keys to successful course completion.)

**Course changes:**

The instructor reserves the right to make changes on this syllabus, but will discuss these changes and their implications to the students before they are implemented. Please review this course in Canvas and your e-mail daily as I regularly use these methods to communicate information to students.

**Required Text and Materials**:

**Important Note**: Assignments are embedded in the required textbook. Students are encouraged to purchase or familiarize themselves with the campus resources available to them early on. Such acquisition of the required materials will increase the likelihood of successfully completing the course. While your instructor understands the cost of textbooks can be significant, the text selected for this course will afford you a greater opportunity to develop an appropriate understanding of the course learning objectives and therefore strengthen your learning and retention of the material.

* “Community Based Corrections” 11th edition, Author – Alarid, Cengage publishing, ISBN 978-1-305-63372-8 (available at campus bookstore).
* A #2 pencil
* 882-E scantrons

**Course Requirements:**

All assignments are expected to be submitted on the day due. *If absent on the day completed/collected, the assignment and/or quiz will need to be submitted online via* **Canvas** by the time class starts for the date the item is due(see weekly task list for chapter DUE dates)**.** Your grade will be based on successful completion of the following:

1. ***Quizzes\*:*** Quizzes will be given regularly to assess how well you are learning the material (worth 20 points each, 80 points total).
2. ***Participation:*** This is your class as well as mine. Student participation in discussion is critical to the assimilation of the material covered. If called upon by me to answer a question or offer a thought on the subject at hand, you are expected to give a coherent response.  Simply shrugging your shoulders and saying “I don’t know” is not acceptable.  Additionally, if you are not present you are unable to participate.All the students in the class are asked questions regularly to enable them to display understanding of topics discussed**.**You must be present and participate effectively when called upon to earn participation points for each class session (worth 80 points total).
3. ***Exams\*:*** Four exams will be given during the semester. Each is worth 50 points (200 total points).
4. ***Final:*** The final is worth 100 points.
5. ***Term Paper:*** The literature review/term paper topic will be left to the choice of the individual student, with guidance from the instructor. The subject matter shall be any issue or subject relating to the American criminal justice system. Example topics would be: Pretrial sentencing options, or the use of technology in monitoring parolees, or the effectiveness of residential release programs, or restorative justice programs, or community education efforts regarding the release of violent felons. The student will be required to use a minimum of five sources for the information in the term paper. Sources may include, but are not limited to books, or professional journals/magazines. *Wikapedia is not acceptable source for citation.* Literature Review/term papers will consist of the following: a cover page; a body of least six typed double spaced full pages and bibliography. **Lit review/term papers will be due and submitted to the instructor on or before the due date stated in the syllabus.** Additional information on how to complete this paper and the grading expectations will be provided to you well in advance of the due date. The term paper will be submitted using the turn it in feature of Canvas. The final is worth 100 points.

\* **Tests will not be made up unless prior arrangements have been made with the instructor.** In the event a student simply fails to show for a scheduled quiz or examination without notifying the instructor, the student will not be allowed to take that quiz or examination.

**Grading Criteria/Scale**:

Participation 80 points

Quizzes 80 points

Exams 200 points

Term Paper 100 points

Final Exam 100 points

TOTAL 560 points

Grade Scale:

90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

00 – 59% = F

**Attendance and Tardiness Policies:**

Students are expected to attend all class meetings. Students who miss the first class of the semester will be dropped, unless the instructor is notified. Ultimately, it is the student’s responsibility to officially drop a class in which he/she no longer wishes to be enrolled. Be mindful of the drop dates listed in the Catalog and the final drop date halfway through the semester, listed below. Being late to class is disruptive to the flow of learning for the students and instructor. Trying to track tardiness when class is already in session adds additional distractions and interruptions to the learning environment. Therefore, if you are not present when roll is taken, you will be counted as absent.

**Keys to successful course completion:**

1. Attend class regularly and on time
2. Ask questions when you are unsure of the material
3. Carefully read all assigned chapters
4. Take good notes during class and discussions
5. Participate actively and thoughtfully in class sessions
6. Get assignments done on time
7. Study and prepare for quizzes and exams
8. Seek my assistance when you are struggling with learning a topic for added assistance.

**Semester Outline:**

Week #1 (Jan 10, 12)

Tuesday- Introductions – Review of Syllabus

Thursday- Chapter #1-Overview of Community Corrections, Goals and Practices

Week #2 (Jan. 17, 19)

Tuesday- Chapter #1 Continued

Thursday- Chapter #2 – How Probation Developed, Its Past and Present and Quiz #1 (Chapter 1)

Week #3 (Jan 24, 26)

Tuesday - Chapter #2 Continued

Thursday- Chapter#3- History of Parole and Mandatory Release

Week #4 (Jan. 31, Feb. 2)

Tuesday- Chapter #3 Continued – Preliminary discussion of Lit. Review/Term Paper

Thursday - Chapter #4- Pretrial Supervision, Sentencing, Presentence Investigations and Test #1 (Chapters 1-3)

Week #5 (Feb. 7, 9)

Tuesday - Chapter #4 Continued

Thursday- Chapter #4 Continued

Week #6 (Feb. 14, 16)

Tuesday- Chapter #5- Case Management Using Risk Needs Responsivity and Quiz #2 (Chapter 4)

Thursday- Chapter #5 Continued

Week #7 (Feb. 21, 23)

Tuesday- Chapter #6 – Offenders with Special Needs

Thursday- Chapter #6 Continued

Week #8 (Feb. 28, March 2)

Tuesday- Chapter #7 – Community Supervision Modification and Revocation and Test #2 (Chapters 4-6)

Thursday- Chapter #7 Continued

Week #9 (March 7, 9)

Tuesday- Chapter #7 Continued

Thursday- Term Paper Discussion and Quiz #3 (Chapter 7)

Friday ***LAST DAY TO DROP –*** March 10th

Week #10 (March 14, 16)

Tuesday- ***Library Tour***

Thursday- Chapter #8 – Residential Community Supervision Programs

Week #11 (March 21, 23)

Tuesday- Chapter #8 Continued

Thursday- Chapter #8 Continued - Guest Speaker

Week #12 (March 28, 30)

Tuesday- Chapter #9 – Nonresidential Graduated Sanctions

Thursday- Chapter #9 Continued

Week #13 (April 4, 6)

Tuesday- Chapter #10 – Economic and Restorative Justice and Test #3 (Chapters 7-9)

Thursday- Chapter #10 Continued

Week#14 (April 11, 13)

Tuesday- Spring Break

Thursday- Spring Break

Week#15 (April 18, 20)

Tuesday- Chapter #11 – Prisoner Reentry and Mandatory Release and Quiz #4 (Chapter 10)

Thursday- Chapter #11 Continued

Week#16 (April 25, 27)

Tuesday- Chapter #12 – Career Pathways in Community Corrections **Turn-In Lit Review/Term Paper**

Thursday- Chapter #12 Continued

Week#17 (May 2, 4)

Tuesday- Chapter #13 – Juvenile Justice Probation and Parole and Test #4 (Chapters 10-12)

Thursday- Chapter #13 Continued

Week#18 (May 9, 11)

Tuesday- Chapter #14 – Bringing it all Together, Practical Solutions for Community Based Corrections

Wednesday- Chapter #14 Continued

Week 19 (May 18)

Thursday- Final 8:00-9:50

**Important Campus Dates**

March 10 (Friday)…………………...Last day to drop

April 10-14 (Monday-Friday)……….Spring Break

May 15 - 19 (Monday-Friday)………Finals Week