
Syllabus

MISSISSIPPI VALLEY STATE UNIVERSITY

Academic Term and Year	Fall 2018
Course Prefix and Number	CJ 603
Course Title	Seminar In Rehabilitation and Resocialization (Reentry)
Days, Time and Location of Class Meeting	Online
Instructor's Contact Information	
Name:	O. Oko Elechi, Ph.D.
Office Location:	Social Science Building: Dept. of Criminal Justice
Office Hours:	
Office Phone Number:	662-254-3369
E-Mail Address:	Blackboard Mail and/or oko.elechi@mvsu.edu
Course Prerequisites	
Technology skills:	Basic computer skills, working within Windows system environment, navigating the internet, and familiarity with E-mail.
Mission of the Criminal Justice Program	The Criminal Justice Master's Degree Program prepares students for both entry and supervisory level career positions in the federal, state, and local criminal justice and juvenile justice agencies. Students who graduate from the program have the competence to assume policy, research and instructional responsibilities. A strong foundation is also laid for students who plan to pursue a doctorate degree in the discipline or related fields. In line with the student-centered focus of the University, course schedules are designed to be flexible. And most of the graduate classes are offered in the evening and on-line.
Course Description	<p>Catalogue Description: Detailed examination of the rehabilitative and resocialization process within the criminal justice system.</p> <p>Course Description: This course examines the problem of mass incarceration and recidivism in America. It further examines the role criminal justice agencies, the community and corporations can play to facilitate the rehabilitation and reentry of ex-offenders..</p>
Expected Student Learning Outcomes:	<p>COURSE OBJECTIVES</p> <p>Upon completion of this course, the student should demonstrate:</p> <ol style="list-style-type: none"> 1. An understanding of the services corrections agencies should provide reentering offenders 2. Understand the role of employment in offender reintegration 3. Understand the benefit of men's strong-tie network relationships to reentry experiences 4. Identify factors that help parolees reestablish or strengthen strong-tie networks when released from

	<p>prison</p> <ol style="list-style-type: none"> 5. Understand how mental illness contribute to the recidivism problem 6. Understand how the community can facilitate the rehabilitation and resocialization agenda 7. Understand the role mentoring plays in the juvenile reentry program
Course Requirements	
<p>Required textbook(s):</p> <p>Supplemental Textbooks (optional):</p>	<p>Mears, D. P. & Cochran, J.C. (2015). Prisoner Reentry in the Era of Mass Incarceration. Los Angeles, LA.: Sage Publications.</p> <ol style="list-style-type: none"> 1. Crow, M. S. & Smykla, J.O. (2014). Offender Reentry: Rethinking Criminology and Criminal Justice. Burlington, MA.: Jones and Bartlett Learning. 2. Schlager, M. D. (2013). Rethinking the Reentry Paradigm: A Blueprint for Action. Durham, NC.: Carolina Academic Press.
Class attendance policy:	<p>Each student is required to participate in using Blackboard Communication Tools, taking online exams, and other aspects of Blackboard.</p> <p>You are expected to log in regularly (daily, perhaps several times per day) to submit assignments, check grades, personal messages, and view course materials.</p> <p>Student(s) who fail to participate in the online course during a course week will be deemed absent for that week. The absence will be annotated as <u>absent unexcused</u> (AU), unless the instructor has been informed beforehand and deemed the absence as <u>absent excused</u> (AE). The instructor shall report all absences to the main campus as required. A student who has not participated for 7 consecutive days regardless if the absences were deemed AU or AE shall be recommended for administrative withdrawal to the main campus. In a traditional classroom just because a student contacts the instructor and is excused from a scheduled class meeting does not mean the student is given credit for participation or attendance. The student is still annotated as AU or AE. The online classroom shall be no different in this respect. It is the instructor's sole discretion as to what he/she shall consider AU or AE.</p>
ADA Statement	<p>Any student requiring accommodations or services due to a disability must contact the University College, Office of the ADA Coordinator. The coordinator can be contacted directly at 662.254.8376 or through the University College office number</p>

	at 662.254.3442. The student requiring special instructional strategies should, in writing, make these special needs known to the instructor during the first week of the course.
Submission of Work:	<p>Scheduled assignments MUST be completed and successfully submitted through the Blackboard Assignment Tool (drop box) by due date and time. Assignments automatically become unavailable after the due date/time expires.</p> <p>All assignments MUST be written in MS Word and saved as a .DOC file and submitted as an attached file document. Failure to submit your term paper as an attachment will be considered NON COMPLETION and your score will be an automatic ZERO!</p> <p><u>TERM PAPER – Due December 3, 2018</u></p> <p>Listed below are suggested topics for your term paper. The topic you choose for the term paper must be one of those listed below unless you had a prior approval from me to research a particular issue. It helps to choose a topic that touches you personally – that is one that you can relate with for one reason or the other. You may find it more motivating also to choose a topic that addresses a problem that is relevant to your political/social interests, community or gender interests or one that speaks to the needs of the agency where you work.</p> <p>The term paper should be at least 10 pages long, and should include the following sections: Introduction, Literature Review, Methodology, Discussion and Conclusion. Your paper must be typewritten, using 1.5 line spacing, and must be properly referenced using the APA referencing style. Ensure that your work conforms to proper use of grammar, spelling and sentence structure. Your paper should read like a very well written journal article.</p> <p>I encourage you to discuss the research project with each other. You must however, submit a work that is truly yours. In other words, while two or more people can write on the same topic, the paper you submit must reflect individual enterprise, that is, you are not allowed to collaborate on the actual writing of the assignment. The following are suggested outlines for your term paper:</p> <ol style="list-style-type: none"> a. Introduction (Problem statement)

- b. Literature Review (Review of extant literature on the subject).
- c. Research Design (Methods applied to obtain materials for the study)
- d. Research Findings
- e. Discussion of Research Findings
- f. Implications of Study/Research Findings for policy/solving of real life problem.

The following are good sources for data for your term paper: (The University Library will be your best place to start your inquiry. Do not also forget that I remain your other source for guidance, and I am available to assist you when you call on me. To complete a good research paper, you must give yourself time. Start now to put your materials and thoughts together. It is not possible to write a good research paper within 24 hours).

- a. Refereed Academic/ Professional Journals
- b. Books published by Academic Presses
- c. Magazines or Newspapers that are highly regarded
- d. The Mainstream Popular Press
- e. Internet sources (etc).

TERM PAPER – SUGGESTED TOPICS

1. The Cultural Challenges to Implementing Reentry Reform
2. Employment and Reentry Programs
3. Men's Network Relationships and Reentry Experiences
4. Parole and Reentry
5. Education and Reentry
6. Housing and Reentry
7. Families and Children and Reentry
8. Mental Health and Reentry
9. The Community and Reentry

EVALUATION RUBRIC FOR COURSE TERM PAPER

The following are the criteria I will base my evaluation of your Term Paper. The relevance of the content to the subject matter, and how you organize,

present ideas, apply the relevant theoretical framework, creatively interject your opinions and your English usage. In addition to evaluating the different elements of the paper, a holistic view on how these features are brought together to form a total work is important.

A. For a paper to score an A it must meet the following criteria. The paper comprehensively addresses the subject matter. The thesis, arguments and all supporting evidence show a clear understanding of the issues. The paper clearly, effectively and insightfully develops and conveys a point of view. Its organization and focus is also very clear, coherent, and ideas smoothly progress from one to the other, and also demonstrating excellent critical thinking and supported with appropriate examples. There are no major errors in vocabulary, sentence structure, spelling, citation, punctuation and paragraphing. It must meet the APA format and present a complete Bibliography in a separate page.

B. A paper in the B grade range must meet the following criteria:

Show significant mastery of the subject matter; however, showing occasional errors in thought and quality; the paper is clearly and effectively developed and presented, demonstrating reasonable critical thinking, coherence in thought, and progression of ideas; occasional mistakes which do not impede the meaning and clarity of the statement in grammar, word selection, sentence structure, spelling, paragraphing. Appropriate evidences are provided to support paper thesis, arguments and opinions. The References must be complete and the APA writing format followed.

C. A paper in the C or lower range has the following weaknesses:

The paper shows some understanding of the subject matter however with significant errors that compromises the quality of the paper. The theories selected for analysis do not fit or are misapplied. One or more of the important elements of the paper is missing. The paper in significant respects is unfocused and or disjointed and incoherent. There are several

grammatical, sentence structure and spelling mistakes. The citations and references are either lacking and or not properly done.

Grading Matrix

Instrument	Value (points or percent)
Mid-term Exam.	100 points
Final Exam.	100 points
Term Paper	200 points
Weekly Paper Review	100 points

Total:

Grading Scale:

- A = 500 – 450 points (100 – 90%)
- B = 449 - 400 points (89 – 80%)
- C = 399 – 350 points (79 – 70%)
- D = 349 – 300 points (69 – 60%)
- F = 299 points or below (59 – 0%)

Grade Appeals:

Any student who believes that s/he has been graded unfairly appeal that grade by following University procedures as explained in the syllabus. The instructor will maintain records of all graded assignments and make all appeals in writing. It is the student's responsibility to prove that s/he has been graded unfairly.

Attendance and Participation Policy:

You earn grades for class attendance and participation in all classes. To earn grades for participation, you must do your readings and participate in class readings.

Special Needs and Accommodations:

Students with special needs/disabilities of any type who require accommodations in the classroom and during instruction and/or testing should contact the instructor. Students should also have written confirmation from the Office of Academic Affairs and the ADA office on campus. For more information, contact your University Writing Center often.

Academic Integrity:

All acts of academic dishonesty, including, but not limited to, cheating, plagiarism, falsifying papers, paraphrasing internet papers, presenting someone else's work as your own, and other academic and professional requirements, will result in disciplinary action. The University's academic honesty and plagiarism policies are enforced in this course.

EVALUATION RUBRIC FOR THE TERM PAPER AND WE

The following are the criteria I will base my evaluation of your paper on. I will evaluate your understanding of the subject matter, and how you organize, present ideas, apply theories, and interject your opinions and your English usage. In addition, I will evaluate your holistic view on how these features are brought together to form a cohesive and effective paper.

D. For a paper to score an A it must meet the following criteria: The paper shows significant mastery of the subject matter. The thesis, arguments and all supporting evidence are clearly and effectively developed and presented, demonstrating coherence in thought, and progression of ideas; occasional mistakes in grammar, word selection, sentence structure, and spelling are present. Sufficient evidences are provided to support paper thesis, arguments and conclusions. The APA writing format is followed.

E. A paper in the B grade range must meet the following criteria:

Show significant mastery of the subject matter; however, showing some weaknesses. The paper is clearly and effectively developed and presented, demonstrating coherence in thought, and progression of ideas; occasional mistakes in grammar, word selection, sentence structure, and spelling are present. Sufficient evidences are provided to support paper thesis, arguments and conclusions. The APA writing format is followed.

F. A paper in the C or lower range has the following weaknesses:

The paper shows some understanding of the subject matter however, the quality of the paper is poor. The theories selected for analysis do not cover all the important elements of the paper is missing. The paper is significantly flawed and incoherent. There are several grammatical, sentence structure, and spelling errors. References are either lacking and or not properly done.

	<p>The paper must be written in APA format. For information on APA style, consult: http://www.owl.english.purdue.edu; Or http://www.wisc.edu/writing/handbook/DocAPARefereces.html.</p>
Make-up policy:	<p><u>Make-up Assignments/Exams</u> Make up maybe allowed, depending on the circumstances, with a documented excuse, per University policy. Makeup format is at the instructor's discretion.</p>
Course Drops/Incompletes:	<p>Students not completing the course for any reason are required to submit official drop notices to the Registrar's Office prior to the deadline date. This is your responsibility. Failure to comply with the procedure WILL result in your receiving a letter grade of "F". See the deadline for add/drop in your class schedule.</p>
Cheating and plagiarism policy:	<p>Cheating in any fashion will not be tolerated, including but not limited to plagiarizing another's words, work or ideas on individual class assignments.</p> <p>To address the situation of plagiarism, the University has implemented <i>Turnitin</i> to fight plagiarism and improve reading, writing, and research skills. <i>Turnitin</i> is a comprehensive plagiarism prevention system that lets faculty quickly and effectively check all students' work. Results are based on exhaustive searches of billions of pages from both current and archived instances on the Internet.</p> <p>Plagiarism will result in at least a failing grade for the assignment(s) and/or course.</p>
Online Communication Observation of "Netiquette":	<p>Students MUST use Blackboard mail for contact with the instructor and other members of the class.</p> <p>All your Online communications should be composed with fairness, honesty and integrity. What you put into an Online course reflects on your level of professionalism</p>

Technical Problems:	If you experience technical/computer difficulties (<i>need help downloading browsers or plug-in, logging into your course, using your course web site tools, or experience errors or problems while in your online course</i>), contact @ MR. PENDLETON at 662.254.3114 as well as your instructor.																				
Technology Infusion:	<p><u>Hardware:</u></p> <table border="1" data-bbox="760 428 1458 674"> <tr> <td>Operating System:</td> <td>Windows 98, 2000, NT, XP or a Macintosh System 8.1 or higher</td> </tr> <tr> <td>Processor:</td> <td>200 MHz or higher</td> </tr> <tr> <td>Memory:</td> <td>32 MB of RAM</td> </tr> <tr> <td>H Drive Space:</td> <td>100 MB free disk space</td> </tr> <tr> <td>Modem:</td> <td>28.8 kbps or higher</td> </tr> <tr> <td>Monitor:</td> <td>800x600 resolution</td> </tr> </table> <p><u>Software:</u></p> <table border="1" data-bbox="760 772 1430 978"> <tr> <td>Internet Access:</td> <td>Any Internet Service Provider</td> </tr> <tr> <td>Browser:</td> <td>Internet Explorer, Netscape r 4.7 or higher*, AOL 5.0 or higher**</td> </tr> <tr> <td>Application</td> <td>Recommend Microsoft Word or application file name .doc</td> </tr> <tr> <td>Audio & Video:</td> <td>RealPlayer, Quick Time</td> </tr> </table>	Operating System:	Windows 98, 2000, NT, XP or a Macintosh System 8.1 or higher	Processor:	200 MHz or higher	Memory:	32 MB of RAM	H Drive Space:	100 MB free disk space	Modem:	28.8 kbps or higher	Monitor:	800x600 resolution	Internet Access:	Any Internet Service Provider	Browser:	Internet Explorer, Netscape r 4.7 or higher*, AOL 5.0 or higher**	Application	Recommend Microsoft Word or application file name .doc	Audio & Video:	RealPlayer, Quick Time
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Teaching/Learning Strategies	The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: class discussion, online activities, assigned readings, and/or individual projects. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, and submit assignments and be prepared to discuss what they have read. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.																				

Evaluation Procedures	Access Blackboard course at http://mysu.blackboard.com or www.mysu.edu click on Blackboard for detailed instructions regarding assignments																														
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Course Schedule: *subject to some changes depending on the needs and level of the class (See Blackboard for specific deadlines)*

WEEKS	ASSIGNMENTS	TIME
Week 1	Blackboard Orientation. Review of Syllabus and Introduction	30 Minutes
Week 2	Review of chapter 1 of text	180 Minutes
Week 3	Review of Chapter 2 of text	180 Minutes
Week 4	Review of Chapter 3 of text	180 Minutes
Week 5	Review of Chapter 4 of text	180 Minutes
Week 6	Review of Chapter 5 of text	180 Minutes
Week 7	Review of Chapter 6 of text	180 Minutes
Week 8	Review of Chapter 7 of text	180 Minutes
Week 9	Review of Chapter 8 of text	180 Minutes
Week 10	Review of Chapter 9 of text	180 Minutes
Week 11	Review of Article (to be provided)	180 Minutes
Week 12	Review of Article (to be provided)	180 Minutes
Week 13	Review of Article (to be provided)	180 Minutes
Week 14	Review of Article (to be Provided)	180 Minutes
Week 15	Review of Article (to be provided)	180 Minutes
Week 16	Review of Article (to be provided)	180 Minutes
Week 17	Term Paper and Final Examination due	1500 Minutes
	Discussion Forum Assignment	TIME
Discussion 1	What factors contribute to the problem of mass incarceration in the United States.	60 Minutes
Discussion 2	Discuss the theory or logic, that justifies invisible punishment	60 Minutes

Discussion 3	What in your opinion are the cultural shifts or changes that gave rise to the get-tough criminal justice policies?	60 Minutes
Discussion 4	Explain why African-Americans are disproportionately involved in serious street crimes.	60 Minutes
Discussion 5	Which characteristics of inmates appear most likely to contribute to adverse experiences while in prison and upon release? Why?	
Discussion 6	Among the different types of experiences that individuals in prison have, which seem most likely to affect inmate misconduct and reentry experiences and outcomes? Why?	
Discussion 7	How is the concept of reentry different from the concept of reintegration?	
Discussion 8	What in your opinion are the reasons the recidivism rates of prisoners are so high in America?	
Discussion 9	What are the risks of using generic approaches – instead of individualized approaches – to inmate and reentry management, supervision, and assistance?	
Discussion 10	In what ways do convicted felons who do not go to prison – such as those who are sentenced to probation – differ from those who are incarcerated? What kind of reentry do they experience?	60 Minutes
Discussion 11	Make a case for policies and programs that you believe are more effective in re-socializing and rehabilitating ex-offenders.	60 Minutes
	TOTAL	4890

Comments:	This syllabus is a contract. However, the instructor reserves the right to make changes and additions to this syllabus at her/his discretion, without prior notification. You will be notified of changes via Blackboard mail/announcement, if necessary.
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Mississippi Valley State University
University College
Services for Students with Disabilities (SSD)
Disabilities Statement for Course Syllabus



Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

Academic Integrity Policy for Inclusion in Syllabi

Academic integrity is a commitment to the values of honesty, trustworthiness, fairness, respect and responsibility in academia. Academic integrity is violated by any dishonest act that is committed in an academic context. Honesty and integrity are essential values of the Mississippi Valley State University's mission to pursue truth and knowledge. Academic excellence can be reached only with the cooperation and support of students. Students are expected therefore to accept responsibility for maintaining honesty and integrity in all acts inside and outside the classroom, studio or laboratory.

For a detailed description of sanctions and appeal procedures, consult Student Handbook pg.59. https://www.mvsu.edu/sites/default/files/student_handbook