

## Proposal for CJC 240: Introduction to Corrections

Jennifer R. Christman

### Course Objectives:

1. To obtain an understanding of the history of corrections in this country as well as an international perspective as relative to the United States.
2. To obtain an understanding of the various types of correctional options available and the advantages and disadvantages of each.
3. To develop and enhance cultural competency as pertinent to the corrections field.
4. To obtain the knowledge to effectively discern how various criminal justice policies affect corrections.
5. To enhance knowledge of multicultural and ethical issues surrounding our Criminal Justice System.
6. To enhance knowledge regarding technological advances in the Criminal Justice related fields.

Innovation: I have restructured CJC 240 to employ more interactive methods of learning. My goal is to use several different types of activities (both in class and out) which will better assist students in achieving proficient levels of content mastery and skill development, as well as, encourage appropriate affect change.

Overall Goal: Students may be able to understand the corrections field, history and issues surrounding the two from a variety of different perspectives (community, taxpayer, inmate, victim, staff and administrator); understanding the complexity of attempting to balance safety, ethics, fiscal responsibility and the law.

Present Course Structure: The course consisted of lecture observation, occasional in-class discussion and several videos. Assessment of the students was completed through five exams, a 5-page essay and attendance/participation points.

### Revised Course Structure:

1. In class lecture: The lectures will be revised to focus on a few (2-3), over-arching issues within the chapter rather than strict alignment of content with the chapter at hand. This will allow more time for in class discussion and activities.
  - a. Think, Pair, Share Exercises
  - b. Free writing
2. I-Clicker Questions: Two different types of I-Clicker questions will be used. The differences between the two are described below and will be clearly explained to students within the syllabus and in class.
  - a. Participation – I-Clicker questions will be posed during the lecture to create a base for discussion within the classroom. The questions will also assist as the in-class purveyor of

skill development or “how to” learning. Responses to these questions will be grade pass/fail as to whether they participated versus a right/wrong answer.

- b. Quizzes – Several questions each lecture will focus upon content mastery of information located in the accompanying chapter and/or material from the previous lecture. These questions will be scored as to the correct answer and given points within the syllabus as Quizzes.
3. Discussion Board: Students will submit posts to discussion boards each week. The goal of the board is to draw content from the classroom into their rooms in an attempt to bridge content mastery and skill development.

A variety of question topics or types will be used here:

- a. Response/decision-making in regard to a specific scenario
- b. Analysis/critique of an article or idea
- c. Continuation of in class discussion or question

The discussion board is a location where students may also exhibit their cognitive authority in responding to other students’ posts and encouraging appropriate academic dialogue. Students will be required to submit an answer to the base question and respond to two posts of other students. The students will be given a guide of how to frame an appropriate response in order to avoid simplistic “I agree” responses.

- 4. Exams – Two exams, a mid-term and final, will be given to assess the students understanding of the issues addressed in each half of the semester. The exams will be in essay format.

The average week of a student in CJC 240 would complete tasks as indicated in the following castle chart.

