Moberly Area Community College  
Common Syllabus  
SOC170 Introduction to Corrections, Probation, and Parole  

Current Term  

Instructor:  
Office number:  
Office hours:  
Contact information:  
Classroom number:  
Class days and time:  

Catalog Description: SOC170 Introduction to Corrections, Probation, and Parole (3-0-3)  
This course is a study of the correctional process from law enforcement through the administration of justice, probation, parole, prisons and correctional institutions. Students examine the history, philosophy, and law of corrections in the United States. (SP)  

Prerequisite/Co-requisite: None  

Text(s):  
Title: Corrections in the 21st Century  
Author: Schmalleger  
Publisher: McGraw-Hill  
ISBN: 978-0-07-814092-1  

Other Required Materials: spiral notebook for journaling; computer disk  

Purpose of Course: Provide the student with a broad overview of the correctional process.  

Course Objectives: Upon successful completion of this course, students will be able to:  
- Analyze the correctional framework, process and profession  
- Explain the theoretical concepts, function, and operation of probation, diversion and community-based corrections  
- Describe the duties and function of the correctional staff  
- Analyze the composition, needs, and effect of institutional life on correction inmates  
- List the leading issues in the history and development of corrections  
- Define the functions and operation of jails, prisons and other correctional facilities  
- Discuss and evaluate juvenile corrections  
- Define parole and analyze problems and issues that pertain to the transition from confinement to community  
- Explore legal, moral and logistical issues pertaining to capital punishment  
- Interpret legal issues and aspects of the corrections system  
- Understand the victim’s role in the correctional process
Course Content:
- The Profession of Corrections
- The Purpose of Sentencing
- A History of Punishments
- Jails
- Diversion and Probation
- Intermediate Sanctions
- Prisons Today
- Staff and Inmates
- Legal Aspects of Prisons
- The Prison Environment
- Parole
- Death Penalty
- Juvenile Corrections
- The Victim in the Correctional Process
- Careers in Corrections

Assessment of Student Learning: Student outcomes of the above objectives that will constitute 80% of the student’s final grade may be measured through, but not limited to, the following: objective and essay examinations, quizzes, oral presentations, class participation, small group work, and/or projects. If “class participation” counts towards a student’s final grade, then instructors should describe what behaviors they will accept for credit to be earned; identify the percentage that class participation is worth; and explain how they track participation.

Determining percentage weight of components will, of course, be the instructor’s prerogative. For example, if the discipline-specific faculty determined that 20% measurement of the stated objectives would be determined by the written (750-word minimum) research component, the individual instructor might determine that the other 80% would be as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Tests</td>
<td>30%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Oral report</td>
<td>10%</td>
</tr>
<tr>
<td>Research component</td>
<td>20%</td>
</tr>
<tr>
<td>Cumulative final exam</td>
<td>20%</td>
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</table>

Instructors who use a point system must then include the point equivalency to letter grades. For example,

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
<td>300</td>
</tr>
</tbody>
</table>

Grading Scale:
- A – 90-100%
- B – 80-89%
- C – 70-79%
Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignment(s)/Project(s): Per instructor’s policy

Schedule of Student Assignments/Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

- **Valuing:** Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

College / Instructor Policies:

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.
MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

- **16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **8-week:** Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **Intersession:** Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

<table>
<thead>
<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tbody>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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<tr>
<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:</td>
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<tr>
<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
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<tr>
<td></td>
<td>• Submission of assignments during class meetings and online</td>
</tr>
<tr>
<td></td>
<td>• Participation in discussions during class meetings and online</td>
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</tbody>
</table>
Online Course

Active participation in an online course includes the following:

- Completion of quizzes or exams
- Submission of assignments
- Participation in threaded discussions

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)

**Tardiness:** Per instructor’s policy

**Make-up and late work:** Per instructor’s policy

**Extra-credit work:** Per instructor’s policy

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x11240 or the Columbia office at (573) 234-1067 x12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.