

COURSE SYLLABUS
AJ 075 - INTRODUCTION TO CORRECTIONS
Summer 2015

INTRODUCTION

PLEASE READ CAREFULLY!
PLEASE NOTE ALL ASSIGNMENT DUE DATES!!
PLEASE NOTE ALL EXAMINATION DATES!!!

WEST LOS ANGELES COLLEGE
Summer Semester 2015 (6-weeks)
A.J. 075 – Introduction to Corrections
Section Number: 8006

Instructor: George G. Yan

The instructor is a tenured Professor with over thirteen (13) years of experience teaching in the Administration of Justice Discipline with an emphasis on Corrections and Probation. He is also West Los Angeles College's representative to the Commission on Peace Officer Standards and Training (POST), and Coordinator for the PC 832 - Arrest and Control courses.

With over eight years of training and teaching experience in the Los Angeles County Probation Department's Staff Training Office, the instructor is also certified by the Board of State and Community Corrections (BSCC) - Standards and Training for Corrections Program (STC). He has extensive experience in developing, implementing, and monitoring training for all levels of probation personnel assigned to the juvenile halls, probation camps, and specialized gang functions.

Professor Yan is currently the Training Director for the Los Angeles County Probation Department's Staff Training Office in the Professional Standards Bureau. With a 2.7 million dollar budget, he oversees and operates the training academy for newly hired officers. He is also responsible for ensuring that his staff provides the most current and highest quality in-service training to over 6,000 sworn officers annually throughout the Department.

Prior to his current assignment, he was a Probation Director assigned to Central Juvenile Hall, one of the largest juvenile halls in the nation. He was responsible for the overall operation of Division II (one of four divisions), which consists of eleven (11) living units that house juvenile offenders, both females and males, ranging from ages 13-18 who are detained pending the judicial process. Many of these juveniles are serious offenders with special needs as it relates to mental health issues, developmental disabilities, and dependency minors that are also criminal offenders (Dual Supervision - 241.1 WIC).

Formerly, the Lead Supervising Deputy Probation Officer in the Intake and Detention Control (IDC) Unit at the Eastlake Juvenile Court with supervisory responsibilities for twelve (12) Deputy Probation Officers. He ensured that his deputies performed thorough investigations, made proper assessments, prepared high quality reports to the courts and articulated a sound recommendation whether to detain or release the juvenile offender pending judicial review. The decision to detain or release was made in accordance with the California Penal Code under the Welfare and Institutions Code (WIC), while adhering to the policies and procedures of the Los Angeles Probation Department as it relates to public safety, and in the best interest of the minor. His deputies also advised and assisted law enforcement agencies in interpreting the complexities of juvenile law and to gain a better understanding the juvenile justice system.

The instructor has over 40 years of service with the Los Angeles County Probation Department. His knowledge and experience in Probation is extensive and diverse. He has worked directly with juvenile offenders in secured facilities such as juvenile halls and probation camps. He also supervised adult and juvenile Asian gang probationers in the community, worked closely with school officials in the Gang Alternative and Prevention Programs, community work service programs, recruitment and selection of probation personnel, staff training, and mentoring new probation employees. He also served on the oral interview panel, interviewing prospective candidates who are pursuing a career with the Probation Department.

His credentials include a Bachelor's degree in Sociology with a minor in Physical Education. He has completed over seventeen hundred (1850) hours of in-service training with Probation and other law enforcement agencies throughout the State of California. The instructor holds certificates in Peace Officer Standards and Training's (POST) PC 832-Arrest and control Course, Standards and Training for Corrections' (STC), Juvenile Corrections Officer Core (JCOC), Field Probation Officer Core (FPOC), Basic Supervisor Core (BSC), Use of Chemical Agents, Basic Physical Restraints, and the Community Emergency Response Team (CERT).

Mr. Yan was awarded the academic rank of Assistant Professor in the Administration of Justice discipline at West Los Angeles College on November 27, 2001. His academic rank was elevated to Associate Professor on February 17, 2004, and on May 26, 2009, he was advanced to the rank of Professor.

REQUIRED TEXTBOOK



American Corrections in Brief, 1st Edition

Todd R. Clear; George F. Cole; Michael D. Reisig; and Carolyn Petrosino
Textbook ISBN: 978-0-495-80865-7
WADSWORTH CENGAGE Learning
www.cengagebrain.com

COURSE DESCRIPTION

This basic course deals with the nature of correctional work; aims and objectives of Correctional Administration; probation and practices; skills knowledge and attitudes required for employment in this field; types of institutions and services and career opportunities.

IMPORTANT DATES - 06/15/15 TO 07/26/15 (6 WEEKS)

Last day to add (Online): 06/14/15

Last day to add (In-person): 06/19/15

Last day to drop with a refund/No fee owed: 06/19/15

Last day to file pass/no pass (Formerly "Credit/No Credit"): 06/19/15

Last day to drop without a "W": 06/19/15

Last day to drop with a "W": 07/16/15

INSTITUTIONAL STUDENT LEARNING OUTCOMES

Critical Thinking:

Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.

Communication:

Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, family and community settings.

Civic Responsibility:

Apply the principles of civility to situations in the contexts of work, family, community and the global world.

Cultural Diversity:

Respectfully engage with other cultures in an effort to understand them.

Ethics:

Practice and demonstrate standards of personal and professional integrity, honesty and fairness; apply ethical principles in submission of all college work.

PROGRAM STUDENT LEARNING OUTCOMES

Describe the three branches of government: Identify the three branches of government and their application to the criminal justice process.

Describe the three components of the criminal justice system: Explain the relationship between the police, courts and corrections.

Compare and contrast the difference between how adults, juveniles, gays, homosexuals, lesbians, and cross-gender persons are handled by the criminal justice system: Explain why this is important.

Identify the federal, state and municipal law enforcement agencies: Explain their duties and responsibilities.

Demonstrate an awareness of cultural diversity: Explain race riots and police intervention tactics.

Identify the minimum standards of qualifications for employment in a criminal justice agency: Explain the hiring process and demonstrate an awareness of the different requirements of the police, courts, and corrections.

COURSE OBJECTIVES (AS STATED IN THE COURSE OUTLINE OF RECORD)

1. Explain how the corrections subsystem fits into the whole system of criminal justice. Identify the primary difference between jails and prisons. Describe the concept of incapacitation. List three career opportunities in the corrections field. Identify the legal issues that center on the privatization of corrections.
2. Explain how the criminal justice system is fragmented. Explain how the concept of blood feuds developed. List and describe the different ideologies based on political beliefs. Identify and explain the four popular goals of criminal sanctions/punishment. Identify the early reformers involved in corrections and their major contributions.
3. Identify who has the responsibility for determining the appropriate sentence in a criminal case. List the restrictions placed on judges regarding their sentencing discretion. Explain the difference between determinate and indeterminate sentences. Explain the two types of suspended sentences. Describe the diversion process.
4. Describe the concept of prisonization. Explain the problem involved in confining elderly criminals. Explain the problems caused by the increase in female prisoners. Identify the issues involved with non-citizen prisoners.
5. Explain why diversion is considered the "front door" program. Identify the concepts involved with "shock incarceration." Explain the three psychological principles involved in rehabilitative programs. List the advantages of using community service instead of prison as a sanction. Explain the dual focus involved in selecting people for community service.
6. Explain why probation is the most often used sanction for felony offenders. Identify what is involved with the granting of probation. List and describe the four categories of probation. Identify the basic difference between a standard condition and a special condition of probation. Identify the three basic functions of a probation officer.
7. Explain the early history of jails. Identify the eight important functions of jails. Explain the "revolving door" concept involving our jails. Identify the five basic operating procedures for jails. Describe how jails differ from prisons.
Explain the inmate social system and identify the five maxims. Describe the role gangs' play in prisons. Explain prison argot and the role it plays in prison. Explain the importance of classification.
8. Explain the inmate orientation process. Identify the five custody levels. List and describe the three types of releases from state prison. Explain the difference between parole and probation. Describe the basic difference between parole, aftercare, and supervised release. Explain the significance of the Morrissey v. Brewer case.
9. Describe the significance of the Gault decision on the juvenile justice system. Identify the present role of juvenile justice. Describe why diversion so popular in the juvenile justice

system. Describe what conditions are necessary before a valid waiver of juvenile court jurisdiction may occur. Differentiate between juvenile trials and adult criminal trials. List and describe the six types of facilities where a juvenile may be committed.

Explain the methods of confinement of women in the early United States prison system.

Explain the concept of the "Cottage system." Describe the historical disparate treatment of African American female inmates. Identify the current problems facing prison administrators involving women inmates. Explain the significance of parenting programs and why they are important for the women inmates. Identify the problems facing women correctional officers, then explain the advantages of women correctional officers.

10. Describe the problems involved with the use of the death penalty. Explain the procedural requirements for imposing the death penalty. Explain the history of the death penalty. List the arguments for and against the use of the death penalty. Analyze the characteristics of death row inmates. Explain the methods of execution that have been used in the United States.
11. List and explain the three periods of court involvement in prisoner's rights. List and explain the four areas of prisoner's rights. Explain the importance of the writ of habeas corpus. Explain the "back to basics" movement regarding prison conditions. Describe the conditions that a prisoner may sue for lack of health care. Explain the importance of the Warner v. Orange County case.
12. Explain the present "lock them up" policy. Explain the advantages and disadvantages of home confinement. Describe the advantages for the use of electronic monitoring. Analyze the concept of using day-reporting centers as alternatives to jail. Explain the concept involved in "intensive supervision." Explain why inmates should or should not have a role in prison governance.
13. Explain the meaning of the phrase "corrections as a growth industry." Explain the types of positions available in the corrections field. Describe the working conditions of correctional officers. Explain the training requirements for the various types of correctional officers. Explain the role that professional codes of ethics play in our professional career. Analyze the employment outlook for the corrections field.

STUDENTS WITH DISABILITIES

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Students Programs and Services located in SSB 320, phone number (310) 287-4450 as soon as possible to better ensure such accommodations are implemented in a timely fashion.

DOING ONLINE COURSEWORK

PLEASE READ CAREFULLY!

Each week you will be asked to complete one lesson of the ONLINE course.

Pay close attention to the vocabulary at the beginning of each lesson (hint: the vocabulary may appear on an exam).

Read the accompanying material regarding the lessons.

Read the appropriate chapter in the textbook.

At the end of each lesson you will be asked to respond to several questions regarding the material from the chapter. Complete your essay as instructed in the Assignments, Tests and Surveys (AT&S) section.

Assignments will **NOT** be accepted after the specified date in the "Accept Until" column in the AT&S section.

GRADING OF ASSIGNMENTS

Since your postings are the only written requirements for the course, they should be a college-level work product. Your submissions will be graded not only for content, but also for critical thinking skills, correctness, presentation, spelling, and grammar. You should write your responses assuming that the reader (me) has little or no knowledge of the subject. Answers that are too brief or incomplete will not receive high marks.

Please do not copy word for word from the textbook.

Remember, these assignments are a significant part of your grade.

LATE ASSIGNMENTS-Any assignment that is late will lose one (1) point, and will not be accepted after the specified date indicated in the Assignments, Tests and Surveys (AT&S) section.

GRADE SCALE

A = 495-446

B = 445-396

C = 395-347

D = 346-297

F = 296 and below

ATTEDANCE POLICY

Students are expected to attend every class meeting, to arrive on time and stay throughout the class period. Students may be dropped from class for excessive tardiness, for failure to attend the first day class or during the entire first week of the semester, or if the total number of absences exceed two times the number of hours the class meets per week.

Make-up of a missed exam or acceptance of a late assignment is at the discretion of the instructor.

ACADEMIC HONESTY

I will enforce strict rules of academic behavior. Any student found cheating on an examination or submitting work to the instructor that is not his/her own will receive an "F" for the work or exam, and may receive an "F" for the entire course at the discretion of the instructor.

[AJ 075 - SUMMER 2015 COURSE OUTLINE \(06/15/15 - 07/26/15\) 6-WEEKS](#)

06/15/15: Semester Begins

Week #1 - Please note: All due on the same date

Read Announcements, Syllabus, and answer questions in AT&S (Due 06/19)

Chapter 1 - What is Corrections? (Due 06/19)

Chapter 2 - The Punishment of Offenders (Due 06/19)

Week #2 - Please note: Chapter 3 & 4 are due on the same date

Chapter 3 - Jails: Corrections at the Local Level (Due 06/26)

Chapter 4 - Community Corrections: Probation and Intermediate Sanctions (Due 06/26)

06/29/15: Exam #1: Chapters 1 - 4 [50 Questions] (Due Monday, 06/29/15 @ 11:59 pm) - Exam has a time limit and can only be accessed once. Begin and finish the exam once you enter the exam. DO NOT pause and return at a later time!

Week #3 - Please note: Chapter 5 & 6 are due on the same date

Chapter 5 - Prison Supervision (Due 07/03)

Chapter 6 - Prisons: Institutional Corrections (Due 07/03)

Week #4 - Please note: Chapter 7 & 8 are due on the same date

Chapter 7 - The Prison Experience (Due 07/10)

Chapter 8 - Prison Management (Due 07/10)

07/13/15: Exam #2 (MIDTERM): Chapters 1 – 7 [100 Questions] (Due Monday, 07/13/15 @ 11:59 pm) - Exam has a time limit and can only be accessed once. Begin and finish the exam once you enter the exam. DO NOT pause and return at a later time!

Week #5 - Please note: Chapter 9 & 10 are due on the same date

Chapter 9 - Prison Staffing (Due 07/17)

Chapter 10 - Reentry into the Community (Due 07/17)

07/20/15: Exam #3: Chapters 8 - 10 [50 Questions] (Due Monday, 07/20/15 @ 11:59 pm) - Exam has a time limit and can only be accessed once. Begin and finish the exam once you enter the exam. DO NOT pause and return at a later time!

Week #6 - Please note: Chapter 11, 12, & 13 are due on the same date

Chapter 11 - Legal Issues and the Death Penalty (Due 07/24)

Chapter 12 - Special Populations and Juvenile Probation (Due 07/24)

Chapter 13 - The Future of Probation (Due 07/24)

07/26/15: FINAL EXAM: Chapters 8 – 13 [100 Questions] (Due on Monday, 07/26/15 @ 11:59 pm) – The Exam has a time limit and can only be accessed once. Begin and finish the exam once you enter the exam. DO NOT pause and return at a later time!

07/26/15: Semester Ends (Assignments will not be accepted after this date)

OUTSIDE CLASSROOM ASSIGNMENT

See “Outside Classroom Assignment” in the Assignments, Tests and Surveys (AT&S) section and follow the instructions carefully.

GRADING OUTSIDE CLASSROOM WORK:

Your submissions will be graded not only for content, but also for correctness, presentation, spelling, and grammar. You should write your paper assuming that the reader (me) has little or no knowledge of the subject. Treat the report as a mini-research project.

EXTRA CREDIT

Extra credit is available. See “Extra Credit Assignment” in the Assignments, Tests and Surveys (AT&S) section and follow the instructions carefully.

GRADING EXTRA CREDIT WORK:

Your submissions will be graded not only for content, but also for correctness, presentation, spelling, and grammar. You should write your paper assuming that the reader (me) has little or no knowledge of the subject. Treat the report as a mini-research project.

STUDENT PROGRESS

College can be demanding, and life is not always as predictable as we would like it to be. Students are encouraged to speak with me as soon as possible should they fall behind in their studies and/or coursework due to unforeseen personal issues or emergencies.

I would rather work with you to either reorganize/catch-up, or make the decision to withdraw from the course than to be forced to give you a failing grade at the end of the semester.

It is your responsibility to drop or withdraw from the course. If your name is still on my roster at the end of the semester, you will receive whatever grade appears on the grade roster at that time.

I am available by e-mail or by appointment for consultation. Please note my office hours.

OFFICE HOURS / LOCATION / EMAIL / PHONE NUMBER

- **For non-emergencies (Questions related to the class):** Use the “Personal Message” from the “Discussion and Private Message” Section of ETUDES.
- **For emergencies (Family deaths, serious illnesses/injuries, etc.):** Use the college email YanG@wlac.edu
- **Office Hours**
 - Mondays: 08:00 pm - 08:30 pm (Online)
 - Tuesdays: 08:00 pm - 08:30 pm (Online)
 - Wednesday: 08:00 pm - 08:30 pm (Online)
 - Thursday: 08:00 pm - 08:30 pm (Online)
 - Friday: By Appointment Only
- **Office Location**
 - Building: General Classrooms (GC)
 - Room Number: 380C
- **E-mail:** YanG@wlac.edu