

COURSE INFORMATION/CLASS SYLLABUS FALL 2013

Disclaimer: Syllabus is subject to change at the instructor's discretion with advance notice.



West Los Angeles College- Fall 2013
Administration of Justice 39-Probation and Parole-3 Units (CSU)
Section #8009 Online Only

Pre-Requisite: None

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TEXTBOOK:

PROBATION AND PAROLE *Theory and Practice, Eleventh Edition*

Author: **Howard Abadinsky**

ISBN 10: **0-13-511247-8**

ISBN 13: **978-0-13-511247-2**

\$117.05 NEW \$87.80 USED

COURSE DESCRIPTION:

1. This basic course provides students with the history and development of probation and parole. Special emphasis will be placed on the relationships with the police, courts, and corrections. At the end of this course, students will be expected to identify the federal, state, and municipal law enforcement agencies: Explain their duties and responsibilities (SLO).
2. The main material for this course is equally divided between lectures, discussions, reading assignments, and writing assignments.
3. Students are expected to log in to the course at least one time per week. Failure to do so, will result in the student being excluded from the course.
4. All assignments are to be completed and turned in on the date and time due stated in Etudes. No exceptions will be granted. **Assignments not turned in on time will receive "0" points.**
5. Students are encouraged to seek information about the Criminal Justice Club, Sigma Alpha Pi (SAP). The club sponsors field trips, job fairs, seminars, and guest speakers. Extra credit will be given for active members of the club.
6. In the event a student wants to withdraw (W) from the course, the proper procedure must be followed in accordance with the college catalog and the instructor must be notified via email or private message to avoid receiving an "F" as the final grade. "W's" now count toward attempts at any one course. The last date to drop without a "W" in person is September 6, 2013, or by web is September 8, 2013. The last date to drop with a "W" is November 15, 2013.

7. Students are encouraged to ask the instructor for any needed help with the course or employment opportunities during the course.

8. Grading will be on the point system with a total of 680 possible points. Please respond to **"all"** questions using short answer essay format. Failure to do so will result in receiving "0" (zero) points for your response. There will be a total of 13 discussion questions worth 10 points each submitted via ETUDES. There will be a total of 13 short answer essay assignments worth 10 points each submitted via ETUDES. A total of 12 quizzes will be given worth 10 points each submitted via ETUDES. A total of 3 exams will be given via ETUDES; Exam #1(midterm) covering chapters 1-6, Exam #2 covering chapters 7-12, and Research Paper (final). All exams are worth 100 points each. Quizzes will be given following the completion of each class segment. Exams (excluding the research paper based upon the APA format) will consist of short answer essay, fill in the blank, multiple choice, and true/false type questions. Extra Credit points will be available for the students to earn at the instructor's discretion.

9. The final grade will be based upon the **680 total points** received during the course.

612-680	=A
544-611	=B
476-543	=C
340-475	=D
339-below	=FAIL

10. **Final Exam** will be due via ETUDES on December 14, 2013, no later than 11:59 pm. **No extensions will be granted. Failure to complete the Final Exam, will result in a grade of "F" in the course.**

AJ 39-Probation and Parole Student Learning Outcomes (SLO)

- At the end of this course, students will be expected to identify the federal, state, and municipal law enforcement agencies: Explain their duties and responsibilities. The assessment method used in assessing this class will be a research paper.

**West Los Angeles College
Administration of Justice 39-Probation and Parole**

CLASS SYLLABUS FALL 2013

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ALL ASSIGNMENTS, QUIZZES, AND DISCUSSIONS ARE DUE AT THE END OF THE WEEK (SATURDAYS @ 11:59PM)

DUE DATES

ASSIGNMENTS

SEPTEMBER 7	INTRODUCTIONS-WHY ARE YOU HERE? ASSIGNMENT #1 CHAPTER 1-PROBATION AND PAROLE ASSIGNMENT #2 QUIZ #1
SEPTEMBER 14	CHAPTER 2-PROBATION HISTORY AND ADMINISTRATION ASSIGNMENT #3 QUIZ #2
SEPTEMBER 21	CHAPTER 3-PRETRIAL RELEASE SENTENCING, AND THE PRESENTENCE REPORT ASSIGNMENT #4 QUIZ #3
SEPTEMBER 28	CHAPTER 4-THE PROBATION OFFICER AND JUVENILE JUSTICE ASSIGNMENT #5 QUIZ #4
OCTOBER 5	CHAPTER 5-PAROLE AND THE INDETERMINATE SENTENCE ASSIGNMENT #6 QUIZ #5
OCTOBER 12	CHAPTER 6-PAROLE ADMINISTRATION AND SERVICES ASSIGNMENT #7 QUIZ #6
OCTOBER 19	EXAM #1 (MIDTERM) CHAPTERS 1-6
OCTOBER 26	CHAPTER 7-TREATMENT THEORY AND PRACTICE ASSIGNMENT #8 QUIZ #7
NOVEMBER 2	CHAPTER 8-PROBATION AND PAROLE ASSIGNMENT #9 QUIZ #8
NOVEMBER 9	CHAPTER 9-PROBATION AND PAROLE SUPERVISION ASSIGNMENT #10 QUIZ #9
NOVEMBER 16	CHAPTER 10-INTERMEDIATE PUNISHMENTS ASSIGNMENT #11 QUIZ #10
NOVEMBER 23	CHAPTER 11-SPECIAL ISSUES AND PROGRAMS IN PROBATION AND PAROLE ASSIGNMENT #12 QUIZ #11
NOVEMBER 30	CHAPTER 12-THE FUTURE OF PROBATION AND PAROLE ASSIGNMENT #13 QUIZ #12
DECEMBER 7	EXAM #2 CHAPTERS 7-12
DECEMBER 14	FINAL EXAM (RESEARCH PAPER)

Discussions:

The weekly discussion assignment is designed to be brief, but should be complete and in your own words. Write complete sentences. If you comment on what another student posted, please remember to be kind to your classmates, this is a user friendly forum and everyone's point of view is important.

Short Answer Essay Format

Short-answer essay format is to determine whether you have a foundation of knowing the material.

- **Respond directly to the question or directive**
Focus on keywords and ideas called for
Eliminate those that do not directly address the information requested in the test item
- **Respond and write concise answers**
Connect key facts into short sentences according to the instructions
- **If you can think of several answers**
Let the instructor know. The instructor may give you a clue to the correct answer he/she's looking for
- **A guess made with common sense**
Could get you more points than if you leave an answer blank
- **Overall quality of the answer**
Points will be awarded or deducted depending on whether or not:
 1. The answer displays a sound understanding of the subject matter and course material
 2. The answer demonstrates clear and correct grammar, mechanics, and style; language use should be appropriate to college-level work
 3. The answer reflects a correct use of general and specific vocabulary
- **Completeness and thoughtfulness of the answer**
Points will be awarded or deducted depending on whether or not:
 1. The support used in the answer corresponds to the information sought in the question
 2. The explanation or identification displays a sound and thorough understanding of the matter in question
 3. The answer reflects the student's own thoughtful consideration of the material

Disability Accommodation:

Students with a verified disability who may need a reasonable accommodation(s) for this class are encouraged to notify the instructor and contact the DSPS Office or the Office for Special Services as soon as possible. A DSPS form must be received by the instructor if specific services are needed. All information will remain confidential. The DSPS Office is located in the new Student Services Building, SSB, 3rd floor, room 320. (310) 287-4220

District Academic Dishonesty Policy:

Board Rule 9803.28-Academic Dishonesty-Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade.

Plagiarism:

(Provided by Bruce Anders, WLAC Language Arts Professor)

Plagiarism is a form of cheating in which a person takes the Words or ideas of another person and represents them as her or his own. There are two pitfalls that commonly lead to accusations of plagiarism and both are easily avoidable.

(1) As a college student in a university level course you are a scholar, and like your scholar peers at any college or university in the U.S., when you submit a paper with your name on it, you are warranting that the language and ideas in that paper are yours, and that all quotations, paraphrases, and ideas or data of others are clearly identified. For most of the papers in this class you will need to use the words and ideas of other authors, either those we have read and discussed in class or, in the case of the research report, those you will acquire in a library, online, or elsewhere. **When you use the words and/or ideas of others, whether in quotation, paraphrase, or summary, you must acknowledge the original source. Materials that require documentation include: direct or indirect quotations, paraphrases or summaries, any ideas or opinions of others which you put into your paper, and any specific data, such as statistics.**

(2) If you receive assistance with your paper(s), you must include a brief statement at the end of the paper about the nature and scope of the assistance. **In no case, however, should you submit a paper when another person has made extensive editing for content, style, grammar, or word choice.**

In her book, Hacker discusses the subject of plagiarism on pp. 331 – 34. In Sections R and MLA, she discusses how to document summaries and paraphrases and how to use quotations fairly and effectively. I urge you to read these brief but vital sections before you write your second paper. Plagiarism is a form of cheating for which you will receive an "F" and may be disciplined or expelled by the college.

A.J. 39 RESEARCH ESSAY INSTRUCTIONS

DIRECTIONS:

1. Read the topic a couple of times and note what it requires you to do. Complete all the tasks of the assignment. There is no time limit. However, it is due on or before Saturday, December 14, 2013, no later than 11:59 pm.
2. Take time to plan and organize your essay before you begin to write. (Scratch outlines are recommended and are often quite helpful)
3. Make sure that you support or illustrate general points with specific examples and details.
4. Allow yourself enough time after writing to go back over your essay, check for errors and omissions, and make necessary corrections.
5. You select your topic. The essay topic is designed to give you an opportunity to demonstrate your ability to write clearly and effectively. Perfection is not expected, but you should try to produce the best essay possible.
6. Use the APA format for footnotes and quotations. Go to the library for assistance if necessary, see: <http://owl.english.purdue.edu/owl/resource/560/01/>
7. Your essay should be typed, double-spaced on a standard-sized page with 1" margins on all sides. You should use 12 pt. Times New Roman font or a similar font. Submission should be in Microsoft Word only.

FORMAT:

1. Write a well-developed, thesis-driven essay, of at least 250 words (approximately 2 pages), using your own words in response to the Assignment. For footnoting, follow the APA format, but in this case since you are posting or uploading your assignment into Etudes, a title page is not required.
2. Read the postings on writing an essay and using caution when using the words of other people.
3. You will be given one (1) topic to write on.

Note:

In the meantime, you can get started now. The question will be available on December 9, 2013, and you must have your response posted into ETUDES no later than Dec 14, 2013, by 11:59 pm. Late papers will not be accepted. Students who do not complete this assignment will receive a grade of "F" in this course.

An Essay is Like a Journey!

You will be graded on both content and format. Content is what you say and format is how you structure your essay. Content includes key points, examples, names, dates, etc. Format is your writing style and sentence structure. Format also includes how you document the words of others.

Writing an essay is like taking a journey. It has a beginning, middle, and an end. In the case of writing an answer to a question, you would have an introduction, the body of the essay, and a conclusion that brings your story to a close.

Introduction:

Your introduction is like a signpost at the beginning of a trail. It tells readers where you are going to take them, and what they will see along the way. This paragraph introduces your main point and identifies why you are answering the question in the way you have decided to answer it.

As you think about your introduction, ask yourself:

- What is my main idea or thesis?
- Who are my readers, and what will the instructor think about my writing?
- Why is my idea important here and now?

Body:

The body of the essay might have one paragraph or it might have several. Each paragraph is related to one of your main or key points. You provide examples and arguments to support your answer to the question or back up your statement. It moves the reader along toward the destination or goal. Each paragraph is related to one of the points you want to show the readers along the way. Some points may take more than one paragraph to develop completely. There should be connections and transitions between the points you show the reader.

As you think about the body of your paper, ask yourself:

- What points do I want to make to help my readers give me the best grade?
- What examples can I use to help the reader understand each of my points?
- What evidence or examples do I have that support each point?
- How can I keep the reader interested in following my ideas?

Conclusion

The conclusion is the end of the journey. It looks back on the points you have shown the reader, and reinforces, but does not necessarily repeat, the main idea. It also should create a feeling of ending, a farewell to the reader. My idea was clear and easily understood. My examples illustrated and supported my main arguments.

As you think about your conclusion, ask yourself:

- Did I answer the question completely and thoroughly?
- How has the reader's mind been changed by following my points and examples?
- Did my paragraphs flow nicely into each other?
- If we continued this journey, where would we go next?
- If the reader ignores the points I have made, what might happen?
- Did I borrow the words of others and not give them credit or footnote properly?

Give it your best shot!

Writing the Essay

When writing an essay or term paper, be careful when using the words of other people:

Instructors often make writing assignments which require students to use information and ideas from books, articles, or essays. Some students ignore these sources after they have read them, and never mention them, quote them, respond to their arguments, or use any of their information. Other students rely on the sources for everything and produce papers that are merely paraphrases and summaries tagged together and padded out with long quotes. You should avoid these extremes. There are three ways to use outside sources in your essay:

Summary: A summary is a condensation of the main ideas of an article. Making a summary is a useful note taking skill, and it helps you use and understand the material you are working with. Your essay should not simply consist of summaries of the articles you are using, however. If you summarize an article in your essay, the summary should be brief and it should serve some purpose in your argument.

Quote: Direct word-for-word quotes should be enclosed in quotation marks. Use quotes when something has been especially well said, or when you want to respond or react to the language the source has used. Don't use a quote just to avoid writing something yourself.

Paraphrase: A paraphrase is a retelling of an idea in different words. Usually a paraphrase has fewer words than the original, so it is a little like a summary, except that the paraphrase is on a smaller scale and deals with only a small section of the original essay at a time. Because a paraphrase is in your own words, it usually fits into the essay a little better than a direct quote. Most of the material you use from other sources should be in this form.

For longer papers it is a good practice to write summaries, quotations, and paraphrases of material from sources on note cards, so the information can be shuffled and reorganized.

Problems with using sources:

Voice: Sometimes when a writer is paraphrasing the ideas of others, the viewpoints get mixed up and the reader finds it difficult to know who is saying what. Provide good "cuing" so that the reader always knows the difference between what you believe and what your source believes.

Documentation: When you are using someone else's ideas or words, you must always give them credit, either in the text, in a footnote or endnote, or in parentheses following the material you used. If you fail to document material from sources, you are in effect representing someone else's words, ideas, or work as your own, which constitutes plagiarism. Your instructor will tell you which documentation system to use, but in general you must record the author, the title of the book or publication, the publisher and the city where it was published, the date of publication, and the page number.

Practice the Assignment: Go through the reading and pick out three interesting quotes that you might use in your paper. Do the following for each quotation:

- copy it down correctly punctuated as a direct quotation,
- paraphrase it in your own words, and
- respond or react to the quotation.