



WICHITA STATE UNIVERSITY

CJ 391: Corrections

Mondays & Wednesdays 11:00am – 12:15pm
LETC 337

Your Professor



Name	Dr. Breanna Boppre, Ph.D.
Pronunciation	“Bo-prey” or Dr. B.
Pronouns	She/her
Email	breanna.boppre@wichita.edu
Student Hours	Mondays 12:30pm-1:30pm; Wednesdays 12:30pm-3pm Please email to meet outside of student hours
Office	LETC 320 316-978-6463
Web	https://www.breannabopprephd.com/ @bree_bop
TA	Cheyenne Johnson cmjohnson4@shockers.wichita.edu

Course Overview

This course is designed to enhance students’ understanding of what society/the government does with individuals who have broken the law. We will explore the goals and functions that society expects our correctional system to accomplish, which are oftentimes contradictory in nature (e.g., to both punish and rehabilitate). The course begins with the development of punishment and corrections, mainly focusing on adults. Next, we will discover what it is like to live and work in correctional facilities. Finally, we end the course with special topics and the future of corrections in the U.S. An emphasis will be placed on evidence-based correctional practices.



Using this Syllabus

This syllabus provides information specific to this course as well as important University policies. This document is a course overview and is subject to change. Changes will be announced on Blackboard.

Learning Objectives:

- Distinguish between the underlying theoretical and philosophical foundations of the U.S. correctional system
- Explain the influence correctional goals have had upon the way clients are supervised/treated
- Describe basic correctional policies, procedures, and sentencing structures based upon their theoretical foundation and scientific evidence
- Discuss the impacts of incarceration on incarcerated persons, their families, and communities
- Compare multiple perspectives on controversial issues in corrections (e.g., the use of the death penalty, solitary confinement)

Required Materials



Alarid, L. F., & Reichel, P. L. (2018). *Corrections* (3rd Ed.). New York, NY: Pearson. ISBN-13: 978-0134548678 The ebook is available [here](#).

Hartman, K. (2009). *Mother California: A story of redemption behind bars*. New York, NY: Atlas & Co. ISBN-13: 978-0692358337 An e-version is available on [Google Play](#).

These books are accessible at the WSU bookstore [here](#).

There are several required readings and videos in addition to these textbooks located on Blackboard.

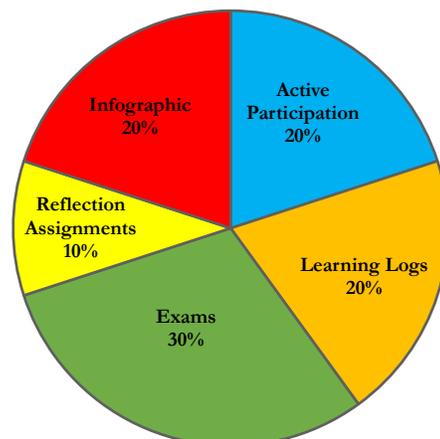
CONTENT WARNING

Some of the content in this class comes directly from the perspectives of those directly affected by victimization and system-involvement. Some readings and videos in this course will contain explicit material (i.e., violence, offensive language, sexual content). Dr. B. will always give notice about such content beforehand. Please contact Dr. B. to discuss alternative options.

Assignments

Achievement of the learning objectives will be measured through the following assignments/activities:

Assignment	Points
Active Participation	200
Learning Logs	200
Take-Home Exams	300
Reflection Assignments	100
Infographic	200
	1,000





Active Participation

Purpose: Dr. B. encourages all students to actively participate during class. There will be in-class activities and discussions intended to engage and enhance your knowledge and skills. Such activities and discussions build upon the readings with supplemental material (e.g., case studies).

Task: Dr. B. encourages you to be prepared for class activities and discussion by reading the assigned materials and completing your Learning Logs. During class, we will have time for discussions and activities in small and large groups. Please raise your hand if you'd like to ask a question or add to the discussion. Most importantly, please be respectful of others' views and opinions. To obtain full participation points each day, arrive to class on-time and sign-in. Arriving late will not grant full participation points. It is important to review the lecture slides if you miss class. All lecture slides are posted on Blackboard at the start of each class. If you miss an in-class activity, you cannot make it up.

Criteria for Success: To do well on this part of the course grade, you are encouraged to consistently attend class and actively participate in activities and discussions. Class participation will be a significant portion of your grade (20%). Scores are tracked for each class. The percentage is then calculated out of 100 points for each half of the semester.

You can miss up to two classes each half of the semester (four total) without them counting against the active participation grade. You do not need to explain why you are missing class. Just let Dr. B. know you need to miss and would like to use one of your excused absences. Any absence with documentation will not count against participation.

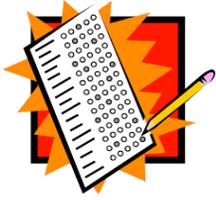


Learning Logs

Purpose: For most (if not all) courses, you are expected to read material before the class meets. It is easy to become overwhelmed by the amount of material provided in textbooks and other readings as it is difficult to discern what information is most important. To help alleviate this problem, and make your time spent reading more effective, Learning Log assignments will help guide you through the readings. These assignments will help prepare you for discussions and retain the key concepts.

Task: You will be given a series of questions to answer for each weeks' materials. These questions will be content-focused and reflective. You do not need to use complete sentences for your responses, except for questions that begin with "Reflect." For all other questions, you may use bullet points, shorthand, or any other format that will be most useful for you. Responses must be typed and submitted via Blackboard in the submission box or uploaded in Microsoft Word format.

Criteria for Success: You must complete all the questions on the assignment for full credit. Incomplete assignments will receive partial credit. Each question is worth 2 points for 10 points total (5 questions per assignment). Learning Logs are due before each class by 11am.



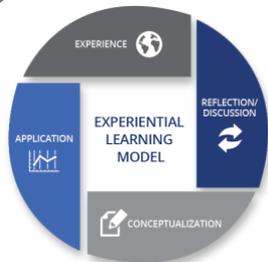
Take-Home Exams

Purpose: Exams are a form of assessment to ensure you are meeting the learning objectives for the course. The questions are designed to help you connect material from various lectures and readings for higher-level thinking and analysis.

Task: You will be given three take-home exams via Blackboard consisting of short answer/essay questions. Exam questions will cover material from the readings and especially class lectures and activities. You are welcome to use any resources from class (i.e., notes, assignments, slides). Responses must be typed and submitted via Blackboard in the submission boxes. You can only submit one attempt. It is strongly advised that you type your answers in Microsoft Word or Pages, then copy and paste your final answers into the submission box. You may talk to other students about the questions, but the answers you submit must be your own. If answers between students are very similar or exactly alike, it will be considered cheating and neither will receive credit.

Exam	Due Date	Points Possible
Exam 1: Correctional Theories	March 1 11:59pm	150
Exam 2: Prisonization and Subculture	April 5 11:59pm	75
Exam 3: Special Issues in Corrections	May 10 11:59pm	75

Criteria for Success: You must correctly and fully answer each question using the advised word count. Each question will have an allotted number of points based upon the difficulty of the question and length. You will be expected to provide well-thought answers based upon the course materials. You must use complete sentences, proper grammar, and punctuation. If you have any technical difficulties, email your exam and/or a screenshot of the issue to breanna.boppre@wichita.edu before the deadline (even 11:30pm).



Reflection Assignments

Purpose: It helps students to connect correctional theories by seeing the correctional intuitions in-person or hearing about it from persons with relevant life experiences. The purpose of this assignment is to demonstrate a personal reflection of learning that will be unique to each student.

Tasks: You will have two major experiential learning components to the course: 1) attending a tour of a local correctional facility and 2) various guest speakers who have worked in the field or have been incarcerated. You must answer specific questions in your reflection assignments (one for the tour and one for guest speakers), which are located on Blackboard. **Both reflection assignments are due March 29 11:59pm.** Each assignment is worth 50 points.

Criteria for Success: Responses must be in short-answer paragraph format (complete descriptive sentences with proper grammar). Students will be encouraged to discuss experiences from in which they have gained new knowledge, learning, or understanding relevant to course concepts based upon course readings, classroom discussions, and other class activities. Students can also relate their experiences to relevant personal life events. If you cannot attend the tour, an alternate assignment is available. Certain guest speakers will be recorded and accessible via Blackboard.



Infographic

Purpose: This assignment will enhance your analytic, creative, and presentation skills through a nontraditional final project that can be accessed for years to come: an infographic. We live in an advancing technological world where people seek to gain information quickly. By creating an infographic, you will develop your own informed opinions about a controversial issue and convey your evidence-based conclusions to others.

Tasks: Choose a topic that is relatable to our state/city. Imagine you are presenting this topic to someone who has little to no background in criminal justice. You may choose from the following topics (if you'd like to use a different topic, you'll need Dr. B.'s approval): Death penalty, Trying juveniles as adults (transfer laws), Solitary confinement, Reentry barriers (collateral consequences), Voting restrictions, Sexual offender registries, Racial disparities, Mass Incarceration (suggestions to reduce imprisonment rates/increase public safety), or Privatization. Do not choose prison nurseries as that is the example infographic made by Dr. B. Students are encouraged to work with a partner, but you may work alone if you prefer.

What is an infographic?!

Infographics are visually appealing flyers that are meant to provide information about a topic in a concise and easy-to-read format. They present data accurately and ethically. There are various free, easy-to-use (but with limited features) online platforms in which multiple people can edit at once. These include: [Canva](#), [Piktochart](#), [Venngage](#), or [Easel.ly](#). There is also a PowerPoint template located on Blackboard.

Criteria for Success: Infographics that follow the advised format will receive highest credit (see Blackboard for more information). Infographics that provide well-thought arguments that consider material discussed/read for class will receive higher credit. Infographics must also be visually appealing with effective use of graphics. A detailed rubric with specific requirements is located on Blackboard along with examples and resources. The infographic is worth 200 points.

The infographic is due by May 4 11:59pm.



Extra Credit

There will be various opportunities for extra credit throughout the semester. These opportunities will be located on Blackboard. If you attend every class, you will earn 5 points extra credit for the first and second halves of the semester. If you attend every class the entire semester, you will earn 10 extra credit points total (5 per half) and a Perfect Attendance Badge. If you must miss for academic reasons with documentation, you are still eligible for the extra credit. Any other absences are not eligible.



Schedule

Week	Class Dates	Readings	Assignments Due
Week 1	January 20	MLK Jr. Day – No class	None
	January 22	None	None
Week 2	January 27	Alarid & Reichel (2018) Chapter 1 pt 1	Learning Log 1 Due
	January 29	Alarid & Reichel (2018) Chapter 1 pt 2 MacKenzie (2016)	Learning Log 2 Due
Week 3	February 3	Alarid & Reichel (2018) Chapter 2	Learning Log 3 Due
	February 5	None	None
Week 4	February 10	Alarid & Reichel (2018) Chapter 3	Learning Log 4 Due
	February 12	Alarid & Reichel (2018) Chapter 4	Learning Log 5 Due
Week 5	February 17	None	None
	February 19	Alarid & Reichel (2018) Chapter 5	Learning Log 6 Due
Week 6	February 24	Alarid & Reichel (2018) Chapter 6	Learning Log 7 Due
	February 26	None	None
Exam 1 Due March 1 11:59pm			
Week 7	March 2	Alarid & Reichel (2018) Chapter 8	Learning Log 8 Due
	March 4	Alarid & Reichel (2018) Chapter 7	Learning Log 9 Due
Friday, March 6: Tour of El Dorado Correctional Facility 9am-11:30am			
Week 8	March 9	<i>Mother California</i> p. 1-35	Learning Log 10 Due
	March 11	<i>Mother California</i> p. 35-69	Learning Log 11 Due
Wednesday, March 11: Tour of Sedgwick County Adult Residential Facility 11am-12:30pm			
Week 9	March 16	<i>Mother California</i> p. 69-109	Learning Log 12 Due
	March 18	Luney (2019)	Learning Log 13 Due
Week 10	March 23	Spring Break! – No classes	
	March 25	Spring Break! – No classes	
Reflection Assignments Due March 29 11:59pm			
Week 11	March 30	<i>Mother California</i> p. 109-140	Learning Log 14 Due
	April 1	Alarid & Reichel (2018) Chapter 9	Learning Log 15 Due
Exam 2 Due April 5 11:59pm			
Week 12	April 6	Alarid & Reichel (2018) Chapter 10	Learning Log 16 Due
	April 8	None	None
Week 13	April 13	Alarid & Reichel (2018) Chapter 11	Learning Log 17 Due
	April 15	Alarid & Reichel (2018) Chapter 12	Learning Log 18 Due
Week 14	April 20	Alarid & Reichel (2018) Chapter 13	Learning Log 19 Due
	April 22	None	None

Week 15	April 27	Alarid & Reichel (2018) Chapter 14	Learning Log 20 Due
	April 29	None	None
Week 16	May 4	None	Infographics Due 11:59pm
	May 6	Corrections Finale!	None
Exam 3 Due May 10 11:59pm			

Item	Date
Learning Logs Due	Before most classes (11am)
Exam 1: Correctional Theories Due	March 1 11:59pm
El Dorado Correctional Facility Tour	March 6 9am-11:30am
Adult Residential Facility Tour	March 11 11am-12:30pm
Reflection Assignments Due	March 29 11:59pm
Exam 2: Prisonization and Subculture Due	April 5 11:59pm
Infographic Due	May 4 11:59pm
Exam 3: Special Issues in Corrections Due	May 10 11:59pm

Grading Scale: WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. Other classes may be different.

Percentage	Letter Grade	Grade Points	Interpretation
93-100%	A	4.00	A range denotes excellent performance
90-92%	A-	3.70	
87-89%	B+	3.30	
83-86%	B	3.00	B range denotes good performance
80-82%	B-	2.70	
77-79%	C+	2.30	
73-76%	C	2.00	C range denotes satisfactory performance
70-72%	C-	1.70	
67-69%	D+	1.30	
63-66%	D	1.00	D range denotes unsatisfactory performance
60-62%	D-	0.70	
<60%	F	0.00	

General Course Policies

Definition of a Credit Hour

Success in this three-credit hour course is based on the expectation that students will spend, for each unit of credit, three hours per unit per week for lecture and preparation/studying or course related activities. This results in nine hours per week (including classroom lecture) for a total of 135 hours. Visit [here](#) for the policy and examples for different types of courses and credit hour offerings.



Blackboard Account

To access the course online, go to: <https://blackboard.wichita.edu>

Periodic announcements and emails from Dr. B. will be sent through the Blackboard system. Additionally, Blackboard may be an effective way to communicate with your classmates. . If you experience any issues with Blackboard, please contact the Technology Help Desk at 316-978-4357, option 1; helpdesk@wichita.edu; or 120 Jabara Hall.

Contacting the Professor



Dr. Boppre's preferred mode of communication is email:

breanna.boppre@wichita.edu

Dr. B. will make every effort to respond to emails within 24 hours. She is also happy to meet during student hours or by appointment. Please email Dr. B. if you'd like to meet outside student hours.

When sending emails, please follow these guidelines to ensure a timely response:

- Use the course name in the subject line of the email
- Remember to sign your full name
- Use your WSU email address

If you have a problem with accessing or uploading assignments, please let Dr. B. know before your assignment is due. You should NOT contact Dr. B. for tech support. Any technical problems involving your computer, or issues regarding file uploading or sharing, should go through the [OneStop](#).



Expectations of Students

- Complete the readings and assignments on-time
- Actively participate in activities and group discussions
- Treat everyone in the classroom with respect and professionalism
- Communicate with Dr. B. if you have questions or concerns
- Limit laptop and cell phone use during class

Laptops and tablets should only be used for taking notes or following along with the readings/PowerPoint slides. Please turn cell phones off or to silent and keep them out of sight. If you have an emergency and need to have your phone nearby, you are welcome to do so. We will have in-class informal quizzes/activities in which you may use your smartphone. If you do not have a smartphone or laptop, Dr. B. will provide you with one for the activity.

Content Warning and Class Climate

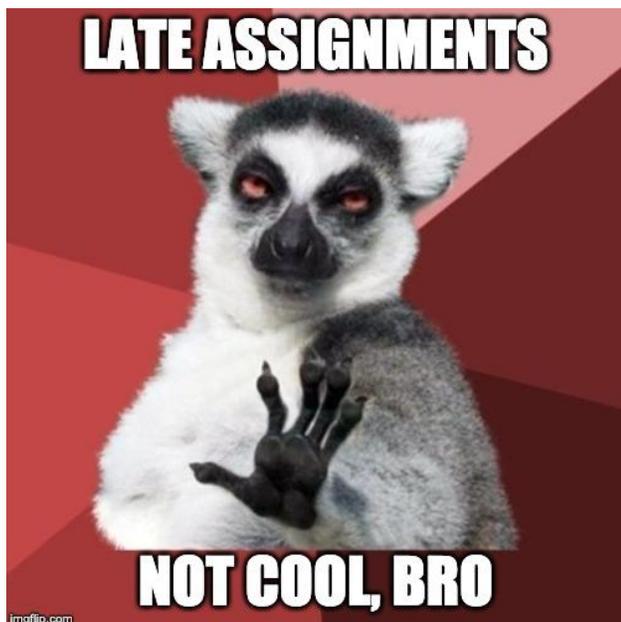
Dr. B. strives to facilitate an inclusive learning environment. She will not tolerate hate speech of any kind in classroom discussions, assignments, or anywhere else. Our course readings and classroom discussions will often focus on mature and challenging topics. Readings and discussions might generate strong feelings—anger, discomfort, anxiety, or confusion. Please be respectful (even when you disagree) and be mindful of the ways that our identities position us in the classroom. Some students may have personally experienced victimization, incarceration, or other traumatic events or know someone close to them who has. If at any point the material is too difficult or uncomfortable, you may leave the classroom, talk to Dr. B. about alternatives, and/or access counseling services on campus at the WSU Counseling & Testing Center. Please refrain from disclosing victimization openly in class. There are confidential resources available through WSU (see below).

Basic Needs

Balancing school, life, work and family can be a challenge. Please communicate with Dr. Boppre if anything comes up (e.g., childcare, illnesses, shift changes). Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Office of Student Affairs for support [here](#). Furthermore, please notify the Dr. B. if you are comfortable doing so. This will enable her to provide any resources that she may possess.

Expectations of Dr. B.

- Dr. Boppre will come to each class prepared.
- Dr. Boppre will use innovative and effective ways to facilitate your learning based upon educational research.
- Dr. Boppre will treat students fairly and equally in terms of evaluation and grades. She will facilitate an inclusive learning environment.
- Dr. Boppre will provide prompt grades and feedback.
- If Dr. Boppre does not know something for sure, she will say so and find out the answer.
- When Dr. Boppre offers a personal opinion, she will make sure to clarify it as such.
- Dr. Boppre will ask for feedback throughout the course and make adjustments as necessary.
- Dr. Boppre will be open and accessible. Please do not hesitate to contact her.
- Dr. Boppre will help you succeed in this class.



Late Assignments

- Learning Logs must be submitted before class starts. Late Learning Logs can only be accepted up to a week late with permission from Dr. B. Reach out to Dr. B. via email or in-person. If you do not reach out to Dr. B. and still submit late, you will receive a zero.
- You must communicate with Dr. B. to obtain permission to submit a larger assignment late. Under extenuating circumstances, Dr. B. may allow a 24-48 hour extension beyond the original due date without a grade penalty. After the 24-48 hour grace period, late assignments will be deducted 10% each day it is late (up to 60% deducted). Assignments submitted more than one week late will receive a zero.

In the case of extreme extenuating circumstances (such as hospitalization, childbirth, major accident, injury or bereavement) with documentation, late work may be accepted without a penalty beyond 24-48 hours. You must notify Dr. Boppre as soon as possible of the extenuating circumstance that prevented you from submitting work on-time. If you do not meet the modified deadline, you will receive a grade of zero on the assignment. Under extenuating circumstances, Dr. Boppre may allow exams to be completed early.

Incomplete Grades

The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session with at least a C-, but for reason(s) beyond the your control cannot complete the last part of the course, and Dr. Boppre believes that you can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester. In all cases, responsibility for resolving an incomplete grade rests solely with you (e.g., contacting professor, submitting missing assignments, etc.). Reasons for assigning an “I” must be acceptable to Dr. Boppre. You do not have the right to demand an “I”. The circumstances must be unforeseen or beyond your control. Dr. Boppre is entitled to request appropriate medical or other documentation. Consultation must have occurred and a formal agreement must be reached.

Academic Integrity

Students at Wichita State University are expected to uphold high academic standards. WSU will not tolerate a lack of academic integrity. Students are responsible for knowing and following the Student Code of Conduct [here](#) and the Student Academic Honesty policy [here](#). When the faculty member determines sanctions are warranted for violations of academic integrity, regardless of severity, the faculty member must report the infraction to the Office of Student Conduct and Community Standards. If you need more information about the process or wish to appeal a decision, please visit [here](#).

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of Dr. B. is prohibited. Unless explicit permission is obtained from Dr. B., recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled.

English Usage

Your responses on exams, papers, and other assignments will be graded for content as well as spelling and grammar. If you have difficulty with written expression in the English language, Dr. Boppre recommends you seek assistance from the services provided on campus for this purpose.

Names and Pronouns

Dr. B. completed Safe Zone LGBTQ+ awareness training to ensure she is inclusive of all students. Everyone has the right to be addressed as and referred to by the name and pronouns (including non-binary pronouns) that they choose and that correspond to their gender identity. Class rosters have a student’s legal name and do not include pronouns, therefore, all students will be asked in class to indicate the names and pronouns they use for themselves. A student’s chosen name and pronouns are to be respected at all times in the classroom.

Religious Holidays Policy

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester/session to make up missed work. The make-up will apply to the religious holiday absence only.

Student Resources

Important Academic Dates

Classes begin January 21 and end May 7. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 3. There are no classes January 20 and March 23-29. The final exams are May 9-14.

Accessibility

Students may find themselves limited in their ability to accomplish course requirements for a variety of reasons, including but not limited to autism, visible physical disability, non-visible physical disability or chronic illness, learning disability, mental illness, and bereavement processes. Dr. B. aims to provide an inclusive and safe environment for all students and will work with the Disability Services and/or students to maintain an accessible and accommodating classroom. Together we can develop strategies to meet both your needs and the requirements of the course. If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, Dr. B. encourages you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie, room 203, 316-978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information/documentation of your disability is confidential and will not be released by DS without your written permission.

Writing

The Wichita State University Writing Center is a free writing resource available to all WSU students. Trained undergraduate tutors from a variety of majors will help you at any stage of your writing--from brainstorming to later stage work and revisions. The Writing Center is located on the 6th Floor of Lindquist Hall, Room 601. Their telephone number is 316-978-3173.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (visit [here](#)) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System - Sign up [here](#).

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects campus.

First Generation Students

A first-generation (FGEN) college student is a student whose parents did not complete a four-year college degree. WSU strongly supports First Generation students and offers the following resources [here](#). Dr. B. was a first-generation college student and understands the additional challenges first gen students face. Dr. B. is happy to meet and provide guidance to first gen students.

Diversity and Inclusion

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further that goal, Wichita State University does not discriminate in its employment practices, educational programs or activities on the basis of age (40 years or older), ancestry, color, disability, gender, gender expression, gender identity, genetic information, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, or status as a veteran. Retaliation against an individual filing or cooperating in a complaint process is also prohibited. Complaints or concerns related to alleged discrimination may be directed to the Office of Institutional Equity and Compliance, Wichita State University, 1845 Fairmount, Wichita, KS 67260, telephone 316-978-3187.

Title IX

As the instructor for this course, Dr. Boppre has a mandatory duty to report to the university any information about possible sexual misconduct (i.e., sexual assault, sexual harassment/exploitation, dating/domestic violence, and stalking). This includes information shared in class discussions, assignments, or conversations outside class. Wichita State University is committed to the elimination of sexual misconduct, relationship violence, and stalking within the University community. These incidents may interfere with or limit an individual's ability to benefit from or fully participate in the University's educational programs. Students are asked to immediately report incidents to the University Police Department, 316-978-3450 or students may contact Sara Zafar, J.D., Title IX Coordinator at 316-978-5177 or Sara.zafar@wichita.edu. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Prevention Services 316-978-3440 or Student Health Services 316-978-3620. For more information please refer to the Title IX Policy [here](#).

Counseling & Testing

WSU Counseling & Prevention Services (CAPS) provides quality mental health services to enrolled students by licensed providers and presents programs and trainings on topics promoting personal growth and optimal wellbeing. Services are by appointment, low cost and confidential. They are located in room 320 of Grace Wilkie Hall and will move to the new YMCA/Student Wellness Center in January. Their phone number is 316-978-3440. CAPS is open during regular University business hours. If you have a mental health emergency while Counseling & Prevention Service is not open, please call 911 or COMCARE Crisis Services at 316-660-7500 for 24 hour assistance.

CARE Team

Wichita State University is committed to the safety and success of and cares about all members of the University community. If you or someone you know needs support, is distressed, or exhibits concerning behavior that is interfering with their own or others' academic or personal success or the safety of members of our community, resources and assistance are available. As your Faculty, Dr. B. may seek support for you. If you or another member of our campus community is in need of help, please submit a concern [here](#) or call any CARE team member listed on that webpage. In case of emergency, please call the University Police Department at 316-978-3450 or 911.