

# CJ 132: Intro to Parole and Probation

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3 Credits (Spring 2015)

T & R in NSH-109 from 8:30-9:50am

Instructor	Phone	Office	Email	Office Hours
Amber Deets	541-917-4836 LBCC 503-838-8492 WOU	SSH 203	<a href="mailto:deetsa@linnbenton.edu">deetsa@linnbenton.edu</a> <a href="mailto:deetsa@wou.edu">deetsa@wou.edu</a>	Tuesday: 7:30-8:20 Thursday: 9:50-10:50 or by appointment

## Course Description:

Introduces the role of parole and probation as a means of controlling felons. Covers contemporary functioning of parole and probation agencies.

## Text:

Abadinsky, H. (2012). *Probation and Parole, Theory and Practice (12th Ed.)*. Boston: Prentice Hall  
[ISBN: 10:0-13-348370-3]

**A note about our text:** All reading assignments need to be read prior to coming to class. It will be imperative that you know the textbook material to earn participation credit in class.

## Course Objectives:

By the end of this course, you should be able to:

1. Demonstrate an understanding of the origin and function of probation and parole;
2. Demonstrate an understanding of the services/resources available to both probationers and parolees;
3. Critically analyze the issues related to community based corrections in terms of supervision, investigation, and surveillance;
4. Discuss the impact of parole and probation on the CJ system and the ongoing changes of the political system; and
5. Learn how to conduct a presentence interview and write a PSI report.

## Course Format

The course will include a variety of readings, videos, activities, assignments, and group projects done in class. Students are expected to keep up with the readings and respond to discussion questions during class activities. The final will be a presentence investigation that will be worked on through-out the term.

### What You Can Expect of Me as Your Instructor:

Modified from Palloff, R. & Pratt, K. (2007). *Building Online Learning Communities: Effective Strategies for the Virtual Classroom*. Jossey-Bass: San Francisco, CA.

1. I understand the uncertainties of online communication. When you email me, I will respond within 48 hours (usually much faster). If you send me something, I will respond with an email. If you do not hear from me, check to make sure I received it.
2. Open communication and instructor availability are critical to the success of students. Email me any time you have questions. This is the fastest way to reach me. If you need to talk by phone, my number is 503-838-8492 (WOU). Please email me to let me know you are trying to reach me by phone and I will arrange an appointment to talk.
3. Please email me anytime you are confused or unclear on instructions. I will respond quickly. If your question would be of interest to others in the class, I will send an email to the entire class for clarification.
4. Although I may be traveling for conferences a few times during the term, I will continue to check my email regularly.

### Class Assignments and Expectations:

Read assigned text chapters, explore resources assigned weekly, and be prepared to actively participate in discussions of the issues raised in these readings. All *Reading Assignments* are assigned prior to the next class discussion. Submit (in class) weekly assignments on time and following instructions. Participate in group assignments, mid-term and final project.

*\*\*Moodle will be utilized for this course starting week 2.*

### Grading

**There is a total of 300 points possible for the term:**

- ◆ Participation (with evidence that readings were completed): 100 pts.
  - Evidence of participation will be demonstrated by completion of “workshop” assignments.
- ◆ Reading Review Quizzes: 50 pts.
  - Quizzes will be given weekly and will be based on the required reading assignments. All quizzes will be completed on Moodle prior to Thursday’s class.
- ◆ Midterm: 50 pts.
  - Parole and Probation in a national context
- ◆ Final: 100 pts.
  - PSI Report
    - Further information will be given in class

Total Points	Letter Grade	Percentage
270-300	A	90-100%
239-269	B	80-89%
209-238	C	70-79%
180-208	D	60-69%
0-179	F	59% or below

**Note about syllabus: Instructor has the right to change activities and discussion during the term. Due dates will not change.**

**Class Schedule** (subject to change)

<b>Week</b>	<b>Topics</b>
<b>1</b>	<b>Class Overview and Probation and Parole in Criminal Justice</b>
3/31 & 4/2 (Appt.)	Reading this week: Chapter 1 Review: Chapter 1 Classroom Activity: Review syllabus, Writing Assessment
<b>2</b>	<b>Probation History and Administration</b>
4/7 & 4/9	Reading this week: Chapters 2 Review: Chapters 2 Classroom Activity: Group Discussion, Workshop #1
<b>3</b>	<b>Pretrial Services, Sentencing, and the Presentence Report</b>
4/14 & 4/16	Reading this week: Chapters 3 Review: Chapters 3 Classroom Activity: PSI group activity
<b>4</b>	<b>Parole and the Indeterminate Sentence</b>
4/21 & 4/23	Reading this week: Chapters 4 Review: Chapters 4 Classroom Activity: Jails and Prisons
<b>5</b>	<b>Parole Administration and Services</b>
4/28 & 4/30	Reading this week: Chapters 5 Review: Chapters 5 Classroom Activity: Offender Supervision: Types of Offenders
<b>6</b>	<b>Treatment Theory and Practice</b>
5/5 & 5/7	Reading this week: Chapter 6 Review: Chapter 6 Classroom Activity: Video <b>MIDTERM DUE on 5/5 (Parole and Probation: National Context)</b>
<b>7</b>	<b>Probation and Parole Officers/Probation and Parole Supervision</b>
5/12 & 5/14	Reading this week: Chapter 7 & 8 Review: Chapter 7 & 8 Classroom Activity: Guest Speaker Abraham Griswold/Class Activity
<b>8</b>	<b>Intermediate Punishments</b>
5/19 & 5/21	Reading this week: Chapter 9 Review: Chapter 9 Classroom Activity: Does the punishment fit the crime?
<b>9</b>	<b>Special Issues and Programs in Probation and Parole</b>
5/26 & 5/28	Reading this week: Chapters 10 Review: Chapters 10 Classroom Activity: Resource Brokerage

<b>10</b>	<b>Probation and Parole in Juvenile Justice/The Future of P &amp; P</b> Reading this week: Chapter 11 & 12 Review: Chapter 11 & 12 Classroom Activity: Guest Speaker: Ron Jacobsen (2 <sup>nd</sup> )/Course Wrap-up
6/2 & 6/4	
<b>Finals Week</b>	<b>FINAL MEETING WILL BE AT 7:30am ON JUNE 9, 2015</b>
6/9	

### Workshop Assignments

You must be in class to participate in these assignments. It is also important to bring your books to class. Each group of 4-5 students will work together on an assignment given to them during class to discuss and analyze ways to “solve” the problem. I will be working one on one with groups to check in with individual students to make sure that they understand the course material. If you are having problems understanding the materials or have questions, these workshops will provide the opportunity to check in with your peers and me.

### Plagiarism policy

Much of the work we do in this class involves using online electronic texts and images as a resource. If you use material you have found online, you are expected to acknowledge the source and, in the case of text, paraphrase as appropriate. If you use another writer’s words, you must put those words in quotation marks (or use block quote formatting) and formally cite where they came from. If you cut and paste text or any other material without crediting your source, you are plagiarizing. Plagiarism is unethical and can lead to a failing grade.

### LBCC Student Support Services Available

It is the policy of the Linn Benton Community College that there will be no discrimination or harassment on the basis of age, disability, gender, marital status, national origin, race, religion, sexual orientation, or veteran status in any educational programs, activities or employment. If you would like to speak to me in private in regards to accommodations that you need, please feel free to email me to set up a meeting.

Disability Accommodation: If you have a documented disability that may require assistance, you will need to contact the Center for Accessibility Resources (CFAR) for coordination in your academic accommodations. The (CFAR) is located in the RCH105. They are open M-F 9am-3pm.

- Writing Center (<https://www.linnbenton.edu/current-students/study/learning-center/writing-assistance/hours-and-locations>)

## Midterm Instructions

The purpose of this assignment is to obtain a national context of parole and probation. You are assigned with the task of evaluating information on community corrections at the national and state level and to compare and contrast this information with Oregon's parole and probation system.

Please organize your assignment in the following way:

- Pick a state other than Oregon (state assignments will be done during week 2).
- Go to the state's website and locate information regarding their parole and probation system.  
\*Hint: you may need to use the keyword community corrections to locate this information.
- Explain this system in detail:
  - Provide any information that will help you explain the parole and probation system in your state in a detailed way.
- Go to the Bureau of Justice Statistics website: <http://bjs.ojp.usdoj.gov/>
  - Download relevant reports that help you put your state's community corrections system in national context. **HINT:** Start this part of the assignment early.
- Locate the state you are interested in studying in the report(s) you find.
- Identify the following:
  - Number of people under community corrections supervision in that state v. national figures
  - Ethnic and gender breakdown for the state v. national figures
- Include other relevant information that will help compare your state with national data. You must provide two other pieces of information that will help you in this regard. (cite resources)
- Use critical thinking skills to evaluate your state/the national community corrections landscape. Compare and contrast the state you chose with national figures on community corrections. What are your thoughts? What trends do you observe?
- Be sure to use APA citation format (Please discuss with me if you use another citation format in your field)