Credits: 3 Semester Credit Hours  
Letter graded  
Prerequisites: N/A, by Instructor Consent

Instructor: Mary West-Smith, Ph.D.  
E-mail: mary.westsmit@unco.edu  
Office: Candelaria Hall 2075B  
Online Office Hours: 12:15-1:15 MF & 3:30-4:30 MWF  
Campus Office Hours: 12:15-1:15 MF & 3:30-4:30 MWF  

Articles: All of the required articles are posted in .pdf form under Learning Activities. See Required Reading Assignment attached to Syllabus

Course Description  
As the number of individuals leaving prison increased dramatically, “prisoner re-entry” became a focus for practitioners and policy makers. This course will critically evaluate strategies designed to improve re-entry outcomes.

Course Learning Objectives  
Upon successful completion of the course, students will:

- Identify and describe the factors that contributed to the significant increase in the number of persons leaving prison each year  
- Identify and describe public safety concerns regarding prisoner reentry  
- Identify and describe the challenges persons leaving prison face, including family reunification, access to housing, employment, mental and physical health services, and substance abuse treatment  
- Identify and describe the identified principles of effective reentry  
- Demonstrate the ability to be “good consumers” of criminal justice research by finding and evaluating research on prisoner reentry in the academic databases and the Internet  
- Identify, describe, and evaluate specific approaches for addressing reentry challenges

Expectations  
This is an intensive course that will require a lot of reading and participation in discussion boards. Since this course is only eight weeks long, we will need to adhere to a tight schedule. Please stay on top of your various assignments, since if you fall behind, you will likely have a difficult time successfully completing this class.

In an online course, students also have expectations about what their instructors should do. I will try to check in on Blackboard every day, but there might be a day or two when I am not able to do so.
will let students know by email if I am not going to be available on a specific day. The best way to communicate with me is via email. I should be able to respond to email queries within 24 hours.

Course Requirements
Your grade in this class is based on two broad areas – participation in discussion boards and a final paper. A total of 600 points are possible.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points Available</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board (Db) participation</td>
<td>300</td>
<td>Weekly</td>
</tr>
<tr>
<td>Leading Discussion Board</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Final paper</td>
<td>200</td>
<td>10 p.m., Fri., 10/16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td></td>
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</table>

Elaboration on Course Requirements
Learning Activities
Learning activities for this course involves reading the assigned materials. Although you will not be graded on the learning activities, it is vital that you complete all of the learning activities associated with each unit. The assigned articles are posted in a folder entitled “Articles” under “Activities & Assignments.”

Discussion Board (Db) participation (300 points)
The consistent, active, and collaborative participation of all students is an essential aspect of this course. There are seven regular Dbs, one for each of the first seven weeks of class, worth a maximum of 50 points each. You will help lead the Db for one week (this is a separate grade). Your Db grade will be based on the six remaining Dbs. Merely agreeing with other students is not sufficient, since I expect to see meaningful contributions to the discussions from each student. A grading rubric for Db participation is posted in a folder entitled “Rubrics” under “Activities & Assignments.”

NOTE ON COLLABORATION: Although collaboration is not an integral part of the learning process for the individual (one does not have to collaborate to learn), it is clear that learning can be enhanced through collaboration. As such, the Criminal Justice faculty sees collaboration as an essential 21st Century skill of increasing importance that is improved through such activities as the discussion boards.

Leading Discussion Board (Db) (100 points)
Students will sign up on the second day of class (Tuesday, 8/25) for leading the discussion board for one of Weeks 2-5. Sign-up is through Blackboard and will be first-come, first-served. Additional instructions for how to sign up are posted under “Activities & Assignments.” A style sheet for leading Dbs is posted in a folder entitled “Style Sheets” under “Activities & Assignments.”

Written Paper (200 points)
During this class, we will investigate a number of specific barriers to prisoner reentry. In your paper for this class you will identify one specific barrier to prisoner reentry and discuss ideas for improving outcomes in that specific area. You will find additional sources beyond our readings in the class regarding your topic and incorporate them into final paper.

A detailed style sheet is posted in a folder entitled “Style Sheets” under “Activities & Assignments.” Students will submit their paper, worth 200 points, by 10 p.m. on Friday, 10/16. A grading rubric for the final paper is posted in a folder entitled “Rubrics” under
Method of Evaluation
This course is letter graded and will follow the grade level breakdown approved by the CRJ faculty. Currently:

<table>
<thead>
<tr>
<th>Grade</th>
<th>% of Total Points</th>
<th>Total Points Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>558-600</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92%</td>
<td>540-557</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 89%</td>
<td>528-539</td>
</tr>
<tr>
<td>B</td>
<td>83 – 87%</td>
<td>498-527</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
<td>480-497</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 79%</td>
<td>468-479</td>
</tr>
<tr>
<td>C</td>
<td>73 – 77%</td>
<td>438-467</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72%</td>
<td>420-437</td>
</tr>
<tr>
<td>D+</td>
<td>68 – 69%</td>
<td>408-419</td>
</tr>
<tr>
<td>D</td>
<td>63 – 67%</td>
<td>378-407</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62%</td>
<td>360-377</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59%</td>
<td>0 – 359</td>
</tr>
</tbody>
</table>

Any course for which an earned grade is lower than a B- must be repeated if it is for MACJ credit.

Netiquette
All students are expected to follow etiquette expectations for all aspects of this course. Netiquette “Net Etiquette,” a term coined by Virginia Shea, includes suggestions such as adhering to the same standards of behavior as you would in person (or in a classroom), respecting others, and avoiding angry discussions (disagreement is fine, but it should be done in a respectful manner). You can find more information about Netiquette at http://www.albion.com/netiquette/corerules.html

Students with disabilities
Any student requesting disability accommodation for this class must inform the instructor by giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Honor Code
All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

UNC's Policies
UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, Student Handbook link http://www.unco.edu/dos/pdf/StudentCodeofConduct.pdf
**Outline of Course Content**

This course is eight weeks long. Detailed instructions for each week can be found on Blackboard under Learning Units, but the following gives you a basic overview of each week’s topic. The reading assignment for each week is on the following page.

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Week</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 8/24 – 8/30     | Week 1 | Review of syllabus and course requirements  
|                 |        | Introduce yourself on the introductory discussion board  
|                 |        | Sign up for groups  
|                 |        | Read Chapters 1-4 in Travis book  
|                 |        | Read Steen, Lacock, & McKinzy article  
|                 |        | Participate in instructor-led discussion board |
| 8/31 – 9/6      | Week 2 | Read Chapters Part I – Chap. 5-7 in Travis book  
|                 |        | Read Braga, Piehl, & Hureau article  
|                 |        | Read Nast and La Vigne article  
|                 |        | Read Visher, Debus-Sherrill & Yahner  
|                 |        | Participate in student-led discussion board |
| 9/8 – 9/13 (9/7 is Labor Day) | Week 3 | Read Chap. 8 & 9 in Part II of Travis book  
|                 |        | Read Hammett, Roberts, & Kennedy article  
|                 |        | Read Geller & Curtis article  
|                 |        | Read Welsh article  
|                 |        | Participate in student-led discussion board |
| 9/14 – 9/20     | Week 4 | Read Chapters 10 & 11 in Part II of Travis book  
|                 |        | Read Garland, Wodahl, & Mayfield article  
|                 |        | Read Luther, Reichert, Roth, & Aalsma article  
|                 |        | Participate in student-led discussion board |
| 9/21 – 9/27     | Week 5 | Read Part III in Travis book  
|                 |        | Read Hamilton article  
|                 |        | Read Maruna article  
|                 |        | Participate in instructor-led discussion board |
| 9/28 – 10/4     | Week 6 | Reentry Innovations  
|                 |        | Participate in discussion board |
| 10/5 – 10/11    | Week 7 | Reentry in the Media  
|                 |        | Participate in discussion board |
| 10/12 – 10/16   | Week 8 | Wrapping it up  
|                 |        | Final Paper due by 10:00 p.m., Friday, 10/16 |
Required Reading Assignments

Week 1
Travis – Part I: The New Realities of Punishment in America – Chapters 1-4.

Week 2
Travis – Part II: Defining the Policy Challenges of Prisoner Reentry – Chapters 5-7

Week 3
Travis – Part II: Defining the Policy Challenges of Prisoner Reentry, cont. – Chapters 8 & 9

Week 4
Travis – Part II: Defining the Policy Challenges of Prisoner Reentry, cont. – Chapters 10 & 11

Week 5
Travis – Part III: Facing the Challenges
Week 6
Each student will find information about a specific reentry innovation and will introduce the innovation to the class through the discussion board. Students will discuss whether or not they think that each innovation is likely to succeed, based on recognized “best practices.” Students will also identify challenges that they think each innovation may face.

Week 7
Each student will identify at least one specific example of how a person released from prison has been presented in the media. Students will identify the types of reentry planning, if any, they think the person went through. Students will also identify what types of additional reentry planning and resources might have been useful to help improve reentry outcomes and/or to protect the public.