



CCJS418U: Community Corrections Spring 2024

Section 0101

Location: SQH 1117

Meeting Days: Mondays, Wednesdays &
Fridays

Meeting Time: 12:00 p.m. – 12:50 p.m.

Professor	Selena R. Price
Office Hours	<i>Via ZOOM/in person:</i> M/W/F: 8:00 - 8:45 a.m. M/W: 2-3 p.m. ***Best to make an appointment***
Office Location	2213 Lefrak Hall
Office Phone	301-405-0172-temporary
Email	Sprice11@umd.edu (best way to reach me)

Course Description:

The purpose of this course is to introduce students to the components of the criminal justice system that deal with convicted criminal offenders in community-based settings. The material covered in this course can be roughly divided into four distinct sections. Covered first are topics that provide the foundation for understanding the role of corrections in the justice enterprise. They include a history of non-institutional sanctions in the United States and an analysis of the trends and issues affecting correctional supervision over the past several decades. Next, an overview of the various intermediate sanctions available to the courts for sentencing offenders (e.g., fines, community service) will be discussed as well as the issues of offenders serving sentences in the community under justice system supervision. This includes an in-depth consideration of probation, the most frequently used correctional disposition, and its various forms. Also addressed in this second section are the various treatment regimens and programming options used in a rehabilitative model. Next, the course discusses supervision of offenders who have been released from a correctional institution on parole, placed in a halfway house or house arrest, and various treatment options such as restorative justice reparations. The final unit of the course addresses a ‘hot-button’ issue in criminal justice today – the role of the system in easing the transition of former prisoners back into communities. Known collectively as reentry, the discussion illustrates the multi-faceted, multi-agency strategies that have been developed to guide ex-inmates in their adjustment to life in the “outside world,” and the measures being taken to help reduce recidivism among this high-risk group.

Course Prerequisites:

CCJS100, 105 and 300

Course Goals/Objectives:

Students will:

- Be familiar with the history, purposes, and development of community-based sanctions;
- Have a general understanding of the function and job of a community corrections officer;
- Recognize the challenges in supervising adults and high-risk offenders;
- Understand the challenges faced by ex-inmates when they reenter mainstream society;
- Learn the vocabulary associated with the development, organization, and implementation of the corrections system;
- Learn the philosophical, theoretical, and empirical concepts important to corrections policy and practice;
- Critically consider the content and source of our knowledge about the correctional system;
- Apply course material to practical settings and examples;
- Draw from multiple course and outside materials to develop analytic written work;
- Use empirical evidence to evaluate innovations in corrections;
- Develop informed opinions about correctional policy; and
- Continue to develop critical thinking skills.

Required Readings and Materials:

- Alarid, L. F. (2019). Community-based corrections. 12th ed. Boston, MA. Cengage Learning. ISBN-978-1-337-68736-2
 - A note on editions: I will be using the 12th edition of the textbook. If you choose to use an earlier edition, you risk having out-of-date information. I suggest you use the 12th edition.
- News Articles and Podcasts
 - Occasionally you may also be required to access and read related newspaper articles or websites and listen to online podcasts or watch relevant media so that we can apply concepts learned in class to current issues. These readings, websites, and audio and video materials will be announced in class and/or posted in CANVAS and are considered additional material.

Course Requirements:

Assessment of student work will be based on two exams, four quizzes, a research paper (if chosen in place of Exam 1), a probation/parole interview/research paper and presentation, in-class exercises, poster board and current event presentation, class participation, and the APA tutorial/quiz. **If it appears students are not reading the required material, in class pop quizzes and written assignments will be utilized.**

***Please note:* we will be watching a lot of documentaries and news clips. It would be best to bring your laptop/phone and headphones with you to class due to changes with copyright laws and certain multi-media platforms, such as Youtube. In addition, I will be asking each of you to watch certain documentaries during class, but as an individual due to copyright laws. Some of these documentaries will be from Amazon Prime and you may have to purchase them if they cannot be found elsewhere such as on the internet or on a platform of your choice. Phones and laptops are strictly used for classroom work only.

Please adhere to this policy to avoid any further disruptions to the class.

Exams/Quizzes: (50 points each/25 points each)

There will be two in-class exams, 1 online final exam, (2 if choosing the research paper option) and four quizzes. The format of the exams and quizzes will be discussed in class, but the exams and quizzes may include multiple choice, fill in the blank, short answer, or essay questions. Exam 1 and 2 will **not** be cumulative, but the final exam will be. The final exam will be **online** on CANVAS during Finals Week. Please check the course schedule for the day and time of your final exam in this class. You will only get one attempt to complete the exam and no exceptions will be made for technical difficulties. It is highly recommended you find a quiet place with a strong internet connection. Exams not completed by the deadline will receive a zero. Further details will be discussed before each exam.

APA- 7th edition Tutorial/Quiz: (10 points)

Students are required to take the on-line PSU APA Style tutorial found under Module Week 3 in CANVAS. Please watch the tutorial and complete the quiz. This tutorial is to help you refresh on APA for your research paper or future classes. You may take the quiz as many times as you want, up until the due date, in order to achieve the full 10 points. **The APA Tutorial must be taken by 12:00 p.m. on February 5, 2024. No make-ups will be permitted.**

Research Paper Option: (50 points)

Students can choose between taking Exam 1 OR writing a research paper. The student will complete one short (a full 5 to 7 pages, using provided template in CANVAS as a guide for format) research paper that provides an opportunity to examine the research on a specific topic on a specific alternative to incarceration (excluding probation or parole or topics related to the project). All papers must be submitted in person, electronically via the CANVAS system, and Turnitin **by the beginning of class** on the day the assignment is due (**March 15, 2024 by 12:00 p.m.**). Your paper should be written as academic works with clear organization and should be free of grammatical and mechanical errors. **Please note:** Only in circumstances of **absolute necessity** will late papers be accepted. Late papers will receive reduced credit. **CANVAS and Turnitin will not allow you to post your paper past the due date and time.** Please see the research paper guide in CANVAS for more details.

Parole or Probation Agent & Parolee/Probationer Interview/Research Paper & Poster Board Project: (150 points)

Paper portion: (100 points)

Each pair of students (*you must work with a partner*) will consist of interviewing (either in person (follow UMD/CDC Covid-19 guidelines), via Zoom (or other video platform), or telephonically) a *Parole and/or Probation Agent/Officer* in any state or locality. An email interview is not acceptable. This includes county, state, or federal probation/parole agent/officer. **In addition**, each student will interview (either in person (follow PSU/CDC Covid-19 guidelines), via Zoom (or other video platform), or telephonically) *an offender who is or has been formerly incarcerated and* is currently or has been on probation or parole.

These interviews will be included and combined with a brief research paper (**9-11 full body pages**) on

probation and/or parole. You may write your interview section in narrative or Q&A format, but all other areas should be written as a *research paper* and in APA. Your paper should be written as academic works with clear organization and should be free of grammatical and mechanical errors. Your research on probation/parole should compliment your questions you ask your interviewee. *For example*, if you ask the agent/officer “what are some differences when supervising a female justice-involved individual than a male justice-involved individual ” and they answer, “females have experienced a more traumatic and abusive background”...your research should support this answer or you may simply add research that shows otherwise. Not all of the interviewee’s answers may coincide with current research.

Also, when you are interviewing the former or current probationer/parolee/incarcerated individual, you should be asking questions about their challenges, experiences while incarcerated, past and current trauma, barriers, criminogenic needs, etc. Be sensitive when discussing why they are on probation or parole or their former or current incarceration. If you need probation/parole contacts, please let me know. A good way to start is to call your hometown or local probation/parole office or jail/prison and thoroughly explain your assignment. Please keep in mind if you are choosing to interview a current incarcerated individual, you may be asked to complete a background check form. This assignment should be taken very seriously and is a great opportunity to understand the struggles of the individual and how it may have contributed to their involvement with the criminal justice system. This assignment will also provide you actual field experience in corrections.

You **must** upload the **contact information and a signature** from the interviewees as verification that an interview was conducted along with your paper. A written email from that person confirming the interview will also suffice. The project/paper is due on **April 5, 2024**. Please see the recommended requirements in CANVAS for further details.

Poster board display and mini-presentation portion: (50 points)

Your group will create a **24x36** or **36x24** academic posterboard OR a trifold posterboard presentation in class and facilitate a discussion focused on former or current incarcerated and supervised men and/or women’s experiences and trauma. Poster-board templates will be provided for you as a guide, or you may choose your own template elsewhere. If you choose to create an academic posterboard, you will need to print the posterboard out at your expense (\$25-\$30 through the library; can be approximately \$40-\$80 outside source). Posterboards will need to be saved as a scalable vector graphic (SVG) file and then printed. I will also see if the library or our department can help with this expense in any way. I have reserved class time on **2/26/24** for a librarian to speak to you about how to create an academic poster board. Further details will be discussed closer to the due date.

In addition to creating a poster, you’ll need to be prepared to discuss the issues raised by your poster and answer questions posed by those who attend the event or are raised by your classmates. A rubric is posted in CANVAS under week 13 to help guide you on how I will be grading your poster boards.

Your poster should be in academic format, but your discussion at this event can be informal, but professional. Please see the poster board guidelines in CANVAS for more information.

Poster Board & Current event presentation: (30 points)

This paired presentation will consist of (1) displaying your already created posterboard and discussing its

findings (2) discussing your interview about your selected probation/parole agent/officer and your selected male/female probation/parole or justice-involved individual (3) discussing your factual data you found that supported or refuted your interviewee's comments and (4) researching on a current event (occurring in the United States within the last 12 months) by selecting a, but not limited to, newspaper or online article, news/video clip, or podcast that will compliment your research/project. The current event must be relevant to your paper.

Each pair is allotted **15-20** minutes to present their interview to the class and each student is expected to present at the **beginning** of the class either on **May 3rd, 6th, or May 8th by 12:00 P.M., but all presentation material must be uploaded by May 3rd**. Points will be deducted for speaking under 15 minutes, but will not be deducted if you go over 20 minutes. However, **please** be mindful of your time to allow enough time for the other students to present. Each pair **must** submit a hard copy of their material they used such as: PowerPoint slides, notes, etc. the day of presentation by dropping the material in the presentation drop box in CANVAS (**BY 12:00 P.M.**). Please see the presentation tips in CANVAS for more details.

In Class (Group) Activity: (20 points)

There will be one graded in class (group) activity that will be given on **April 22, 2024**. Students will be assigned to a group the second week of classes. Each student must be present in order to earn these points and each group will earn the same grade if applicable. The topic will be provided in class the day it is due, but a preview may be announced during the week prior. This activity is to exercise your critical thinking and creative skills. Hint: THINK OUTSIDE THE BOX. **No make-ups will be permitted unless there is a dire circumstance.** Please see section on late assignments and examination policy.

Thought Provoking Questions: (30 points)

There will be **three** thought provoking questions assigned in CANVAS that will be worth **10** points each. Students can earn up to **30** points for **thoroughly** answering these questions. **This assignment may be completed with another student if you choose and will be graded the same.** There will be two parts to the question and each part is worth 5 points. Your answers should be written as academic works with clear organization and should be free of grammatical and mechanical errors. These questions **must** be answered by the day they are due and before class starts. Each student will have one week before it is due to answer each question. **No make-ups will be permitted.** Please see the tentative course schedule for due dates.

Class Participation: (50 points)

Class participation is a very important aspect of this course. This not only consists of attendance (as they go hand in hand), but also your actions while in class. Strong class participation includes engaging actively in class discussions and group work, commenting on the reading materials, drawing connections between course material, class and group discussions, current events, and expanding discussions by posing questions to the class. You are encouraged to bring your unique perspectives, information, and experiences to classroom discussions in order to deepen the understanding of the material for everyone. The participation grade is a combination of subjective evaluation of student participation, attendance, and objective assessment of classroom activities.

Students are expected to come to class prepared. This means that you are expected to have completed the readings and be ready to engage the material. Over the semester there **may** be worksheets, thought exercises, or other homework assignments designed to help students understand and engage the assigned readings. These are not graded, *per se*; they do not contribute points toward your overall class grade. However, demonstrating a pattern of failure to complete these assignments or underperformance on these assignments may, at the discretion of the professor, result in a deduction of points for your overall grade. Please see the rubric on page 15.

Attendance:

Participation is central to this course. If you are not present, you cannot participate in class activities. Furthermore, a fair percentage of the material presented in class is not directly covered in the readings. If you are absent from class, you remain responsible for the course material and announcements for that day. Your classmates are your best resource for gathering missed course material. Poor participation will cause your grade to be lowered. Roll call will be taken at each class or as often as possible. Any student absent more than three (3) hours of total class time this semester could be considered excessively absent. Please see the UMD Attendance Policy for further information, <https://policies.umd.edu/student-affairs/university-of-maryland-policy-on-excused-absence>. At the end of the semester, **participation** shall be factored into the final grade.

If frequent absenteeism (3 full classes or more) results because of work, personal issues, or an illness, you should consider not taking this course until a time when it will be more convenient for you to attend classes on a regular basis. This policy is necessary, given the emphasis on class participation.

Notes on Course Requirements:

Late Assignments/Missed Exams and Quizzes: Assignments, exams, and quizzes must be turned in the day they are due. Only in circumstances of **absolute necessity** (funeral, hospitalization, car accident, medical condition, military duty, college athletes, etc.) will late assignments be accepted. Late assignments may receive reduced credit. When this occurs, you **must** notify the professor **before** you miss the assignment/exam. Please note: missed exams and quizzes may be in essay format. Also, I reserve the right to ask for documentation in order to approve the make-up assignments and/or exams and quizzes.

Tentative Course Schedule:

		Date:	
Week 1			
	1	Wed, Jan 24	Intro to the class
	2	Friday, Jan 26	Ch. 1: Overview
Week 2	3	Mon, Jan 29	Finish Ch. 1
	4	Wed, Jan 31	Ch. 2: How Probation Developed
	5	Fri, Feb 2	Finish Ch. 2

Week 3	6	Mon, Feb 5	APA Tutorial/Quiz due by 12:00 p.m. in CANVAS Ch. 3: History of Parole and Mandatory Release- <i>lecture will be posted</i>
	7	Wed, Feb 7	Finish Ch. 3/Review for Quiz 1
	8	Fri, Feb 9	Ch. 4: Pretrial Supervision, Sentencing, and the PSI **Quiz 1 (Chapters 1-3) in CANVAS**
Week 4	9	Mon, Feb 12	Ch. 4: PSI Activity
	10	Wed, Feb 14	Finish Ch. 4 PSI due
	11	Fri, Feb 16	Ch. 5: Case Management
Week 5	12	Mon, Feb 19	Ch 5
	13	Wed, Feb 21	Finish Ch. 5 *Thought Provoking Question #1 due in CANVAS*
	14	Fri, Feb 23	Documentary
Week 6	15	Mon, Feb 26	<i>Librarian guest lecture</i> → How to create an academic poster board or preparation
	16	Wed, Feb 28	Ch. 6: Supervision and Treatment for Offenders with Special Needs
	17	Fri, March 1	Ch. 6
Week 7	18	Mon, March 4	Finish Ch. 6/Review for Quiz 2
	19	Wed, March 6	***Quiz 2 (Chapters 4-6) in CANVAS*** ***Must decide on taking Exam 1 or writing a paper*** (Vote in CANVAS) Ch. 7: Community Supervision Modification and Revocation
	20	Fri, March 8	Ch. 7
Week 8	21	Mon, March 11	Finish Ch. 7 *Thought Provoking Question #2 due in CANVAS*
	22	Wed, March 13	Guest Lecture via Zoom PA Parole/Review for Exam 1
	23	Fri, March 15	****Exam 1 (Chapters 1-7) or Research paper due****
Week 9	24	Mon, March 18	****SPRING BREAK – NO CLASSES****
	25	Wed, March 20	****SPRING BREAK – NO CLASSES****
	26	Fri, March 22	****SPRING BREAK – NO CLASSES****
Week 10	27	Mon, March 25	Ch. 8: Residential Community Supervision Programs
	28	Wed, March 27	Finish Ch. 8
	29	Fri, March 29	Ch. 9: Nonresidential Graduated Sanctions
Week 11	30	Mon, April 1	Finish Ch. 9

	31	Wed, April 3	Ch. 10: Economic and Restorative Justice Reparations
	32	Fri, April 5	**Parole/Probation Agent & Probationer/Parolee Interview & Research Paper Due** Finish Ch. 10/Review for Quiz 3
Week 12	33	Mon, April 8	**Quiz 3 (Chapters 8-10) in CANVAS** Ch. 11: Prisoner Reentry
	34	Wed, April 10	Ch. 11
	35	Fri, April 12	Finish Ch. 11 *Thought Provoking Question #3 due in CANVAS*
Week 13	36	Mon, April 15	Ch. 12: Career Pathways in Community Corrections
	37	Wed, April 17	Finish Ch. 12
	38	Fri, April 19	***Poster Boards Due and mini presentation in class
Week 14	39	Mon, April 22	****In Class Group Activity****
	40	Wed, April 24	Ch. 14: Bringing It All Together Review for Quiz 4
	41	Fri, April 26	***Quiz 4 (Chapters 11,12&14) in CANVAS*** Study day
Week 15	42	Mon, April 29	Review for Exam 2
	43	Wed, May 1	****Exam 2 (Chapters 8-12&14)****
	44	Fri, May 3	Class Presentations
Week 16	45	Mon, May 6	Class Presentations
	46	Wed, May 8	Class Presentations
Finals Week		Thurs, May 16	TBD- 8:00-10:00 a.m.

**Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Grading System:

		Points	≈Weighted %
<u>Exams/Quizzes</u>			
Four Quizzes	.....	100	18.2
Exam 1/Paper Option	.....	50	9.1
Exam 2	.....	50	9.1
Final Exam	.....	50	9.1
<u>Classwork</u>			
In Class Activity	.....	20	3.6
Participation	.....	50	9.1

Parole/Probation Interview Research Paper & Poster Board	.....	150	27.3
Poster Board & Current Event Presentation	.....	40	7.3
3 Thought Provoking Q's	.....	30	5.45
APA Tutorial/Quiz	.....	10	1.8
TOTAL POINTS	.....	550	

As noted above, students may earn up to **550** points for this course, distributed in the above chart. The four quizzes (4x25 points) and the three exams (Exam 1/research paper option, Exam 2, and the final exam at 50 points each) may consist of multiple choice, fill in the blank, true or false or short answer. **Please note that students may earn up to 10 points of extra credit throughout the semester.** Students must be present in class to earn these points, no exceptions.

Course Grading Scale:

A+	97 - 100%
A	93 - 96%
A-	90 - 92%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	73 - 76%
C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
F	Below 60%

Classroom Etiquette:

Please plan to arrive a few minutes early and to remain until class is dismissed to avoid disrupting class discussions or your classmates' concentration. All electronic devices must be turned to **silent** when in class. No cell phones may be used in class, unless authorized. Texting in class is not allowed. If you need to communicate with someone during class, simply excuse yourself to do so outside the room. I will allow laptops in the classroom, but **ONLY** to assist you in notetaking or to access the text. If I find that the student is using their laptop for other means, I reserve the right to restrict you from using it in my classroom. I **do not** allow recording devices in my classroom unless you have proper authorization to do so. I also **do not** allow the student to take pictures of my PowerPoint slides. The student is expected to take notes by hand or use their laptop. If you are having trouble taking notes, it is best to ask one of your peers for assistance prior to the class. There are also services through the disability office that can offer note-taking assistance if needed.

You are expected to read the assigned readings as a preparation for each class. Please keep in mind that class is conducted at university level meaning students should not expect the professor to cover ALL of the material contained in the text nor all of the assigned readings. The purpose of those assigned readings is to provide the foundation necessary for the student to participate in classroom discussions in a knowledgeable and productive manner.

Friendly Reminders:

- CRIMINAL JUSTICE IS A SUBJECT THAT DISCUSSES A LOT OF SENSITIVE INFORMATION

-Race, religion, stereotyping, racial profiling, death penalty, victims, corruption, politics, etc.

Please keep an open mind, but be respectful when listening and discussing a topic. **Any** misconduct will **not** be tolerated. However, please speak up and voice your opinion. We may be able to learn from you!

- Don't talk over each other
- Open Discussion class → more discussion the better
 - If you don't like talking now you will by the end of this class
- As university learners, I expect you to share your experiences and knowledge with your peers in course discussions respectfully.
- As university learners, I expect active participation and commitment to your learning experience.
- As university learners, I expect you to communicate professionally with me about your progress in this course.
- As university learners, I know you expect prompt and qualitative feedback that will foster learning.
- As university learners, I know you expect to apply what you are learning in your personal and professional lives.

As university learners you should be fully aware on how to write using APA. This is a 400-level course and APA is expected. I have provided a few helpful tips below for you to attempt to achieve the maximum points on your writing assignment:

- Use Times New Roman 12-point font
- Use a title page
- Have a sufficient introduction, body, and conclusion
- When using quotes, please include page number, Ex. (Price, 2018, p. 1)
- When using 40 or more words you need to use block formatting
- Make sure your references are in alphabetical order
- DO NOT use Wiki, it is NOT a scholarly source
- Avoid writing in first person. First person is acceptable if you are writing a research paper based on your personal research you conducted.
- Avoid back-to-back quotes. I want to hear your voice. Please keep in mind that in a paragraph (5-10 sentences) there should only be 1-2 quotations. Your paper should be a balance of your informed opinion supported with factual information.
- DO NOT plagiarize! Using a former paper from another class (dovetailing) is considered plagiarism. DO NOT TRY IT!
- Another helpful website for APA tips would be:
<https://owl.purdue.edu/>

Email:

Please check the course website and email via CANVAS regularly for announcements and emails regarding this class. Your UMD email account (through CANVAS) will be used for course communication. If you do not use this email account regularly, be sure to set it up such that you will

receive these messages one way or another. If you don't anticipate checking your CANVAS course mail regularly, you can set it up so that course emails also appear in your UMD email account. You are responsible for any information (changes to the course schedule, clarifications of assignments, etc.) that is distributed through this venue. If I have an emergency, I will notify you as soon as possible through this system. Please check it on a regular basis.

The best way to get a hold of me would be by **email**. However, if you prefer to see me in person, please make an appointment via email. A good rule of thumb is: if the question or comment you have is more than 4 sentences, it probably should be asked in person. **When you are emailing me, please be sure to email through CANVAS for any class questions.** I get a lot of emails and I want to make sure I am responding to the correct student for the correct class.

Please be professional in all communication. Specifically, please avoid writing in the form of texting or instant messaging and in all class related emails please address the person to whom it is sent and sign your name.

Know that the usual maintenance period for CANVAS may be between 5:00 – 7:00 A.M. During that time, CANVAS may not be available.

Examination Policy:

No make-up tests or assignments will be given unless arrangements have been made **prior** (to the best of their ability depending on the circumstances) to the exam/assignment being administered and only under **dire** circumstances (funeral, hospitalization, auto accident, college athletes, etc.) will a make-up exam/quiz be given. Anyone who arrives late when a test is being administered will only be allowed to take the test until the exam is completed by the first student. Once a student taking the test leaves the room for any reason, anyone arriving after the student has left will not be allowed to take that test. Make-up tests may be in essay format and given at the end of the semester. Also, I reserve the right to ask for documentation in order to approve the make-up assignments and/or exams and quizzes.

Policies and Resources for Undergraduate Courses:

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Academic Integrity Policy:

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. An environment of academic integrity is necessary in order to respect oneself and others and to maintain a

civil community. Academic integrity is a basic guiding principle for all academic activity at the University of Maryland, and all members of the University community are expected to not engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Such acts of dishonesty include cheating or copying, plagiarizing, self-plagiarizing (for example: handing in a previously submitted paper), submitting another persons' work as one's own, using Internet sources without citation, fabricating field data or citations, "ghosting" (taking or having another student take an exam), stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc. Students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions may range, depending on the severity of the offense, from a grade of "F" for the assignment to a grade of "F" for the course.

The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the University of Maryland does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. **As future professionals, your commitment to high ethical standards and honesty begins with your time at the University of Maryland.**

It is important to note that course assistance websites, such as CourseHero, or AI generated content are not permitted sources, unless the instructor explicitly gives permission. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might be inaccurate or biased and most importantly, relying on restricted sources will hamper your learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, students may naturally choose to use online forums for course-wide discussions (e.g., Group lists or chats) to discuss concepts in the course. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Please visit the [Office of Undergraduate Studies' full list of campus-wide policies](#) and reach out if you have questions.

Plagiarism:

Derived from the Latin word Plagiarius, plagiarism is defined by Alexander Lindly as "The false assumption of authorship: the wrongful act of taking the product of another person's mind and presenting it as one's own." (Plagiarism and Originality. New York: Harper, 1952, p. 2). Plagiarism may take the form of repeating another's sentences as your own, adopting a particularly apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own. In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from another. Although a writer may use another person's words and thoughts, they must be acknowledged as such.

Plagiarism is cheating. Any student caught plagiarizing the work of another will, at the very least, receive an "F" for the course, and could lead to expulsion from the University. Your attention is again directed to the "Academic Integrity" policy with regards to this important topic.

Plagiarism is considered to be any one or more of the following:

- 1) Extracting any sentence from another text without quotation marks and a supporting citation.
- 2) Extracting a portion of any sentence from another text without enclosing it in quotation marks and a supporting citation.
- 3) "Cut-&-Paste" or "Mosaic" plagiarism occurs when a student eliminates or adds one or two words to an existing sentence or abbreviates a compound sentence. (For example, the first of the three following sentences is the original in a text, and it appears as a properly cited quotation. Those that follow the first sentence would be considered "cut-and-paste" plagiarism. "The German sociologist Max Weber, although best known to students of public administration for his analysis of rational bureaucracy, has had a broad impact on the social sciences" (Denhardt, 1993, p. 30). "It has been said that Max Weber, although best known to students of public administration for his analysis of rational bureaucracy, has had a broad impact on the social sciences." "The German sociologist Max Weber has had a broad impact on the social sciences."
- 4) Also considered under this title is any paper submitted in which the cited material is not designated by quotation marks in the text of the paper. It has been my experience that authors of such papers are attempting to shield themselves under a mantle that has come to be known in political circles as "Plausible Deniability." In short, "I didn't know what I was doing was wrong." Now you know!

5) The rule of thumb for this course is, if you use four or more of the original words of an author, then they must be enclosed by quotation marks and a proper citation with page number must accompany their use.

Note: For this course, some of your assignments will be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#)

Turnitin performs originality or similarity index checks on submitted papers, checking the submissions against four possible plagiarism sources. These include the Internet; ProQuest, a database that contains full-text articles of many newspapers and magazines; Turnitin's own database of thousands of student papers turned into the site from other universities; and a database of papers submitted from UMD to Turnitin. Once the paper is checked, a similarity index report is sent to the submitter. The report highlights possible instances of plagiarism and the source of the questionable text. **Each student (or one student in a group) is required to submit their paper through Turnitin, which will automatically produce a similarity index report. Failure to do so will result in a deduction of points at my discretion.**

Keep in mind: one of the most common forms of academic integrity occurs when authors type in lines of text from a source without putting them inside quotations or without providing the original author's name and date of publication. Even changing only a few words means this is still plagiarism. It is best to read a passage, remove it from sight, and then paraphrase what you read (put it in your own words).

Grade Disputes:

If you have questions or concerns about your grade(s) and believe I should review them, you must submit a written request over email that describes your concern in detail within **one week** after grades for the relevant assignment have been posted.

Where to Get Extra Help:

If you miss a lecture, it is your responsibility to keep up with the required readings as lecture notes will not be shared after class or posted online. Other students in the class are a great resource. Exchange phone numbers/email addresses the first week of classes, form study groups, share class notes since you may have missed parts others did not, and ask each other questions. Also, do not hesitate to contact me through CANVAS.

Disability Services:

WELCOME TO DISABILITY SERVICES AT UMD

UMD welcomes students with disabilities into the University's educational programs. The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The [Accessibility & Disability Service \(ADS\)](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible, so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at adsfrontdesk@umd.edu. Information about [sharing your accommodations with instructors, note taking assistance](#) and more is available from the [Counseling Center](#).

Student Resources and Services

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit [UMD's Student Academic Support Services website](#) to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting [UMD's Writing Center](#) and schedule an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need ([UMD's Student Resources and Services website](#) may help). If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#) or [one of the many other mental health resources on campus](#).

Once you have been approved for accommodations, you will be provided with an accommodation letter to share with your instructors as early in the semester as possible. An updated letter should be obtained each semester.

In the Event of a University-Wide Emergency:

On occasion, the university may have a delayed opening or be closed due to inclement weather. Please make sure you check our ELMS page for any updates on assignment due dates on these dates.

Emergency Procedures Statement:

Faculty, staff, and students may need to evacuate campus buildings for several reasons (fire or alarm activation, discovery of a suspicious object, etc.). The following points provide guidance on emergency evacuations:

- Be familiar with evacuation maps posted within the building. Know the location of at least two exits and the corresponding evacuation routes from the classroom.
- Exit the building as quickly and calmly as possible using the nearest safe exit if prompted to do so. Do not use any elevators.
- Move to the building’s “Designated Meeting Site”, or another safe location outside the building.
- Do not re-enter the building until you have been instructed to do so by public safety officials. The silencing of alarms does not necessarily mean that the emergency is over.

Any student who may require assistance when evacuating the building should notify the instructor so that arrangements can be made to ensure their safety during an emergency.

Copyright and Intellectual Property:

Class lectures and other course materials are copyrighted and may not be reproduced for anything other than your personal use in this course without the permission of the course instructor. Course materials are the property of the course instructor and you should NOT sell them, do not post them on a website, do not take pictures or screenshots of them, and do not record them without documented permission from the course instructor. Be aware that copyright infringements may be referred to the Office of Student Conduct.

Participation Rubric:

Level 1 Participation (Beginner)	<ul style="list-style-type: none"> • Little or no advance preparation • Allow others set and pursue the agenda • Observes passively and says little or nothing • Responds to questions • Attendance record is haphazard and inconsistent; may be absent or late without notice
Level 2 Participation (Novice)	<ul style="list-style-type: none"> • Moderately prepared in advance • Takes some part in setting group goals and agendas • Participates in discussions, letting others provide the direction • Occasionally introduces information or asks questions • If likely to be absent or late, informs others ahead of time and arranges to cover own responsibilities

Level 3 Participation (Proficient)	<ul style="list-style-type: none"> • Well prepared in advance • Takes a large part in setting group goals and agendas • Actively participates in discussion and asks questions • Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas • Volunteers willingly and carries own share of the group's responsibilities
Level 4 Participation (Advanced)	<ul style="list-style-type: none"> • All of the markers of proficient participation, plus: • Draws out ideas or concerns of others, especially those who have said little • Re-visits issues or ideas that need more attention • Helps the group stay on track • Summarizes group decisions and action assignments
<p>Accessed online December 30, 2009 at http://manoa.hawaii.edu/assessment/resources/rubricbank.htm and adapted. Original adapted from Bowling Green University http://www.bgsu.edu/offices/provost/Assessment/Particip.htm</p>	

Covid-19 Policy and Guidelines:

- Students are expected to always comply with current university masking policies in the classroom as they may change.
- I may ask people to wear masks in my private office spaces or I may wear a mask in the classroom for safety precautions.