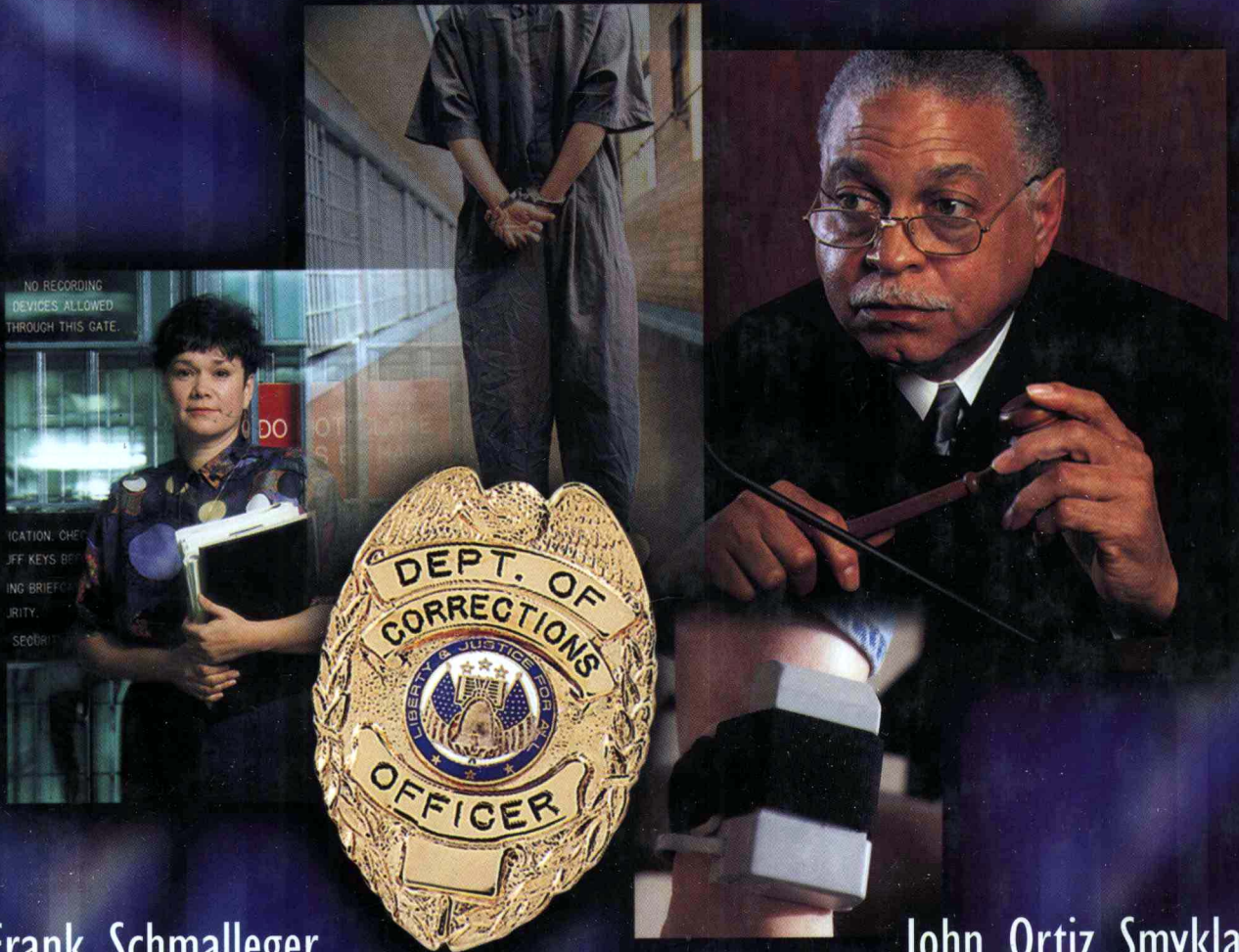


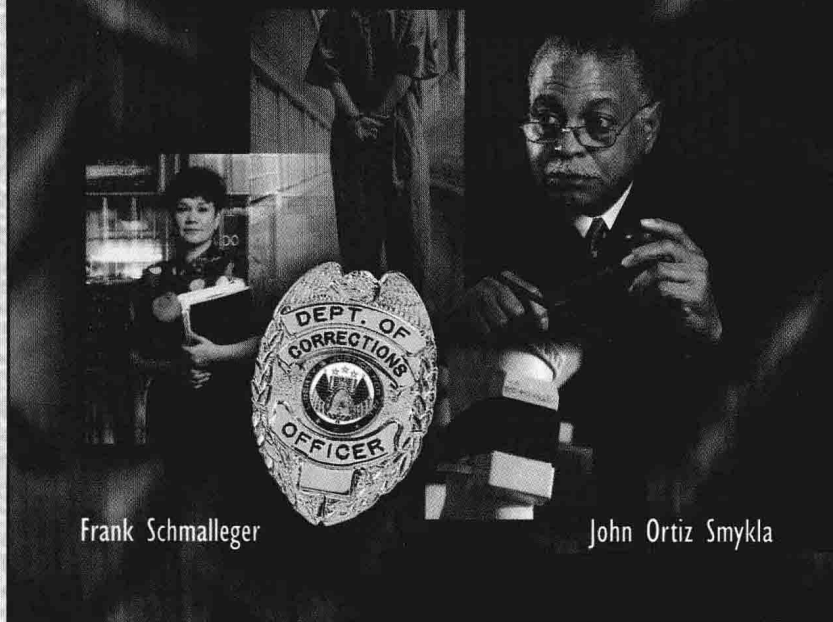
Corrections in the 21st Century



Frank Schmallegger

John Ortiz Smykla

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Corrections in the 21st Century

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Inside Your Book

This book was designed for you to help you learn. It contains 16 chapters, divided into sections. This structure, together with numerous special features, helps you learn and apply the concepts that can help lead you to a career as a corrections professional.

Previewing Chapter Concepts

The chapter opener introduces the key concepts to be learned.

The **opening photograph** sets the stage for the chapter content and provides a visual connection to the chapter.



Chapter objectives alert you to the major concepts to learn. Turn the objectives into questions, and, as you read the chapter, look for the answers to the questions.

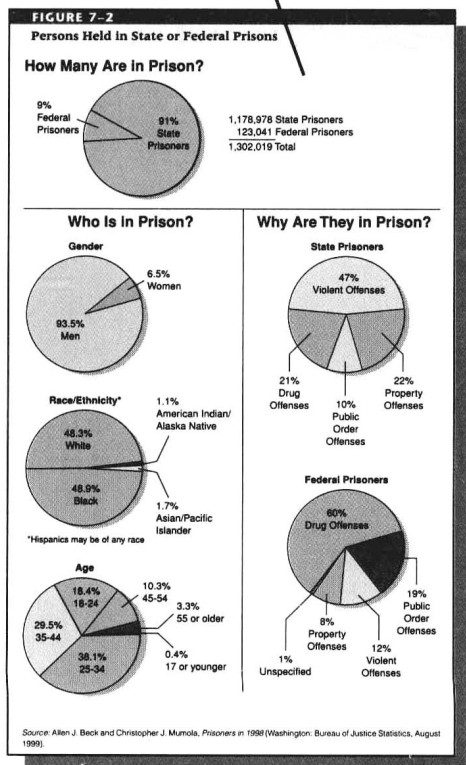
A **chapter outline** introduces the topics that will be discussed. Scan the outline to familiarize yourself with the subject matter.

Developing Chapter Concepts

The chapter text explains correctional concepts in a structured, visual format and provides a comprehensive overview of correctional practices.

The **heading structure** shows the relationship among the topics in a section and breaks the material into easily digestible segments of information. Scan the headings to locate the information that will help you answer the questions you formed from the chapter objectives.

Concepts are depicted in **visual format** to make them easier to understand.



Key terms are also defined in the margin to make it easy for you to learn them.

Jail Issues

Jail administration and staffs face many important issues for the twenty-first century. We will now consider some of these issues and their effects on corrections professionals.

Privatization

Jails can be privatized in whole or in part. Jails can be financed, built, and operated by private groups, or jails can contract out some of their services (e.g., food service, mental health care, and programming).

One of the most hotly debated issues about privatization deals with the limits of governmental delegation of power and liability. Opponents of privatization believe that the administration of justice is a basic function of government and a symbol of state authority and should not be delegated.

Opponents also fear that if we privatize jails, we risk letting private corporations use their political influence to continue programs not in the public interest. For example, would private contractors keep jail occupancy rates high to maintain profit? Might private contractors accept only the best inmates, leaving the most troublesome for public facilities to handle?

Turning a jail over to a private corporation also raises questions about accountability. Who is responsible for monitoring the performance of the private contractor? Who will see that local laws and regulations are followed? As jail incarceration rates continue to rise, the debate over privatizing jails and the competition for new contracts will continue.

Overcrowding

Overcrowding is a problem that all jails, especially large urban jails, have to deal with. The number of persons held in local jails grew 4.5 percent from 1997 to 1998. The increase in the rate of jail incarceration is staggering. Between 1985 and 1998, the rate doubled—from 108 per 100,000 adults to 219. Overcrowding has a number of causes, including mandatory arrests and sentences, overcrowding at state and federal prisons, and an overall increase in the arrest rate as politicians "get tough" on crime. Crowded jails have serious health and safety consequences for staff and inmates, including decreased quality of life; overloaded educational, vocational, and recreational programs; insufficient medical services and supplies; increased discipline problems; spread of disease; and staff and inmate assaults.

Ways to Reduce Jail Crowding

Practices that can reduce crowding include financial and nonfinancial pretrial release, diversion, and new jail construction.

Financial Pretrial Release Financial pretrial release programs are one alternative to the pretrial detention of accused offenders. Releasing a person upon that person's financial guarantee to appear in court is known as **release on bail**. The Eighth Amendment to the United States Constitution reads, "Excessive bail shall not be required, nor excessive fines imposed, nor

Jails: Way Stations Along the Justice Highway

Key terms are defined when introduced and are printed in boldface to make them easy to find.

Reinforcing Chapter Concepts

In-text examples, graphics, and special features enhance and strengthen your learning about major concepts and practices in corrections.

Policy implications
alert you to the issues
facing corrections
professionals.

Crime and bad lives are the measure of a State's failure; all crime in the end is the crime of the community.
H. G. Wells

Intermediate sanctions
New punishment options developed to fill the gap between traditional probation and traditional jail or prison sentences, and to better match the severity of punishment to the seriousness of the crime.

community corrections
A philosophy of correctional treatment that embraces (1) decentralization of authority; (2) citizen participation; (3) redefinition of the population of offenders for whom incarceration is most appropriate; and (4) emphasis on rehabilitation through community programs.

Intermediate Sanctions

Sanctions less restrictive than prison but more restrictive than probation are not new. Variations of restitution, fines, and community service were used as sentences in ancient Israel, Greece, and Rome! More recent intermediate sanctions—such as electronic house arrest, boot camp, and day fines—started in the 1980s. What is new today is the effort to bring all

of these sanctions together into a comprehensive sentencing system like the one suggested in Figure 6-1 that provides judges with an expanded menu of corrections options.

Advocates for more effective sentencing practices include the American Jail Association (see Exhibit 6-1 on page 158). They call for a range or continuum of sanctions with graduated levels of supervision and harshness. Simple probation is at one end, traditional incarceration is at the other, and a variety of intermediate sanctions bridge the middle ground. This type of sentencing enables criminal justice officials to reserve expensive prison and jail space for violent offenders. It gives nonviolent offenders less restrictive intermediate sanctions and restitution-focused sentences while teaching them accountability for their actions and heightening their chances for rehabilitation. This approach to sentencing treats prisons as the backstop, not the backbone, of the corrections system.

Intermediate sanctions are most often used for offenders considered nonviolent and of low risk. They usually require the offender to lead a productive life in the community by working, finding work if unemployed, or learning new job skills; to do unpaid community service; to pay restitution to victims; to enroll in a treatment or educational program—or sometimes to do all of these.

Intermediate sanctions are sometimes referred to as **front-end programs** or strategies. **Front-end programs** are options for initial sentences that are more restrictive than traditional probation but less restrictive than jail or prison. They are usually designed to limit the number of persons who go to prison. In front-end programs, judges commonly sentence offenders directly to one of a combination of intermediate sanctions. **Back-end programs** are reduced restrictions for offenders who have made progress in compliance and treatment. In back-end programs, offenders are moved from higher to lower levels of control to complete the final phase of their sentences. For example, the state department of corrections may move an offender from prison to electronic house arrest.

front-end programs
Punishment options for initial sentences more restrictive than traditional probation but less restrictive than jail or prison.

back-end programs
Sanctions that move offenders from higher levels of control to lower ones for the final phase of their sentences.

FIGURE 6-1
Intermediate Sanctions

Probation	Intensive Supervision Probation (ISP)	Restitution, Fines, and Day Fines	Community Service	Day Reporting
Control of offenders in the community under strict conditions, through frequent reporting to a probation officer with a limited caseload.	Regular payments to crime victims or to the courts. Used alone or in conjunction with probation or ISP.	Completion of a set number of hours of work in and for the community. Used alone or in conjunction with probation or ISP.	Reporting to a central location every day to file a schedule with the supervision officer; showing how each hour will be spent.	

FIGURE 6-1 (continued)
Intermediate Sanctions

House Arrest and Electronic Monitoring	Residential Community Centers	Boot Camp	Jail or Prison
Restriction of offender to home except when at work, school, or treatment. Used in conjunction with ISP.	Residential settings for selected offenders as a supplement to probation. Usually linked with community service or substance abuse treatment.	Rigorous military-style regimen for younger offenders, designed to accelerate punishment while instilling discipline. Often with an educational component.	

Source: Adapted from William M. D'Amico, *Seeking Justice: Crime and Punishment in America* (New York: Ebra-McConnell Clark Foundation, 1997), pp. 32-33.

156 CHAPTER 6 Intermediate Sanctions: Corrections in the Community

Intermediate Sanctions: Corrections in the Community CHAPTER 6 157

Examples help you understand the concepts being presented.

Graphics reinforce important concepts.

Chapter content focuses on developing professionalism among corrections practitioners.

ACA **American Correctional Association**

Purpose of Corrections


The overall mission of criminal and juvenile justice, which consists of law enforcement, courts, and corrections, is to enhance social order and public safety. As a component of the justice system, the role of corrections is:

- A. To implement court-ordered supervision and, when necessary, detention of those accused of unlawful behavior prior to adjudication;
- B. To assist in maintaining the integrity of law by administering sanctions and punishments imposed by courts for unlawful behavior;
- C. To offer the widest range of correctional options, including community corrections, probation, institutions, and parole services, necessary to meet the needs of both society and the individual; and
- D. To provide humane program and service opportunities for accused and adjudicated offenders which will enhance their community integration and economic self-sufficiency, and which are administered in a just and equitable manner within the least restrictive environment consistent with public safety.

Special features reinforce effective correctional practices and professional skills.

THE STAFF SPEAKS

I am a psychologist for the New Hampshire Department of Corrections working in a mental health unit at a correctional institution. My job is to lead a treatment program for offenders with moderate to severe Axis I (illness-type) mental disorders. Correctional counselors, nurses, or other mental health employees refer inmates to my supervisor, the Chief of Mental Health. If he thinks the inmate may have a serious illness-type mental disorder, he gives the case to me. Then either I or one of my team members carefully reads the inmate's offender record and medical chart, does a thorough interview, and, with the client's written permission, writes for information from mental health professionals who have worked with the client. Usually, the psychiatrist on the team will see the inmate also. If we think the person does have a disorder appropriate for us to treat, we develop a treatment plan and schedule the individual for a treatment team meeting.



attended by a nurse, the correctional counselor, the psychiatrist, my team members, and myself. We talk with the client about goals and interventions. These may include nonaddictive psychotropic medications, psychotherapy (individual and group), case management, and monitoring. When it's appropriate, we refer clients to other programs at the prison, for example, the sexual offender program, or the substance abuse program. As the clients approach release, we do our best to set them up with mental health and other resources in the community, so they will remain in good mental health, and so that a worsening of their mental disorder does not contribute to their re-offending.

Laura Magzis
Psychologist
Mental Health Unit
New Hampshire State Prison for Men

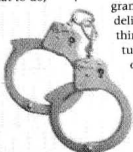
The Staff Speaks presents corrections professionals describing in their own words their work in the corrections profession.

THE OFFENDER SPEAKS

Very few of us do not think about beating the system. After all, the system deprives us of the freedom we cherish. It stands for all that we resent: lack of choice, restricted movement, denial of access to loved ones. We resent the walls, bars, uniforms, being told what to do, what programs we must take.

Moralists argue that we get exactly what we deserve, and many citizens believe that we are treated too well. Few of us can argue that we didn't know what we were getting into when we made the bad choices that landed us in prison. None of us arrived by accident, and if we are honest with ourselves, we'll acknowledge a whole series of destructive behaviors that preceded our commitment to a "monastery of the damned."

In view of status and our chances of success upon release, the future doesn't look particularly bright. It's damn depressing to have to accept our collective reality. Hope is found in beating the system, the smart way. The smart way is not the path many of us have continually taken: defiance, conflict with "the man." AA members are familiar with the slogan "I can only change myself, not others." It is always easier to project blame for our inade-



quacies onto others. But until we come to terms with our individual reality, separate the crime from the man, decide that the "I am" is capable of much more than the label implies—we're doomed to failure.

The administration uses education statistics to create the illusion of massive programming. It is up to us to demand the delivery. Enroll in courses. Develop the thirst to learn. Ask for help from peer tutors. An education is the ultimate form of restorative justice. The entire population benefits when just one con becomes literate. Educated cons have reason to lift their heads in self-assurance. We are better able to articulate our needs, better able to negotiate collectively, better able to see a future for ourselves.


Whether "the man" wants to acknowledge it or not, educated prisoners get respect from everybody inside and outside the prison. Adult education and training at every level—whether basic literacy, high school, college or university—are vital. The positive skills we learn in prison can't be taken away from us at the gate.

Joseph E. McCormick

The Offender Speaks presents offenders describing in their own words their experiences and reactions to the correctional system.

Career Profile highlights the training, educational background, and job responsibilities of current corrections professionals.

CAREER PROFILE



"When I work with an inmate and help him change his life, it's extremely gratifying. But the inmate has to want to change. He has to want help. I can't force it. A lot of prisoners want to know you'll help them and give them a chance. That's all."

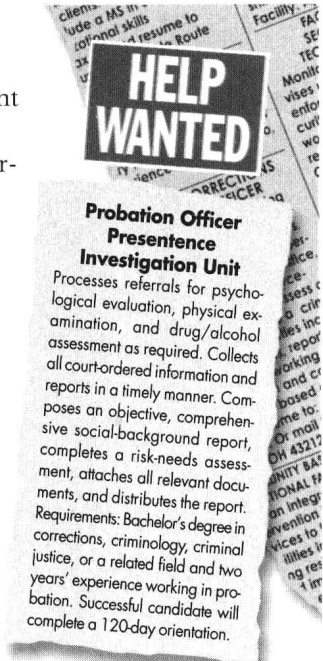
Quentin X. Escott has been a deputy sheriff for 1½ years. He is currently assigned to the county jail booking area. His responsibilities include searching incoming prisoners, using the computer imaging system to take inmate photographs and fingerprints, recording personal property, exchanging civilian clothes for jail clothes, and assigning prisoners to housing areas based on their charge classifications.

Deputy Escott has completed almost two years at Lawson State Community College. He is transferring to the University of Alabama at Birmingham, where he will major in criminal justice.

His advice to persons interested in working in a jail? "Treat people like you want to be treated. Yeah, they're prisoners and they broke the law. For that they're in here for punishment. But if I'm going to like my job I have to get along with everybody, prisoners and staff. That means treating everyone with respect and hopefully getting it back in return." For Deputy Escott, the most gratifying part of the job is helping an inmate who really wants help.

Quentin X. Escott
Deputy Sheriff
Jefferson County
Birmingham, Alabama

Job Ads focus on selected employment offerings from the wide range of opportunities in the field of corrections.



HELP WANTED

**Probation Officer
Presentence
Investigation Unit**

Processes referrals for psychological evaluation, physical examination, and drug/alcohol assessment as required. Collects all court-ordered information and reports in a timely manner. Composes an objective, comprehensive social-background report, completes a risk-needs assessment, attaches all relevant documents, and distributes the report.

Requirements: Bachelor's degree in corrections, criminology, criminal justice, or a related field and two years' experience working in probation. Successful candidate will complete a 120-day orientation.

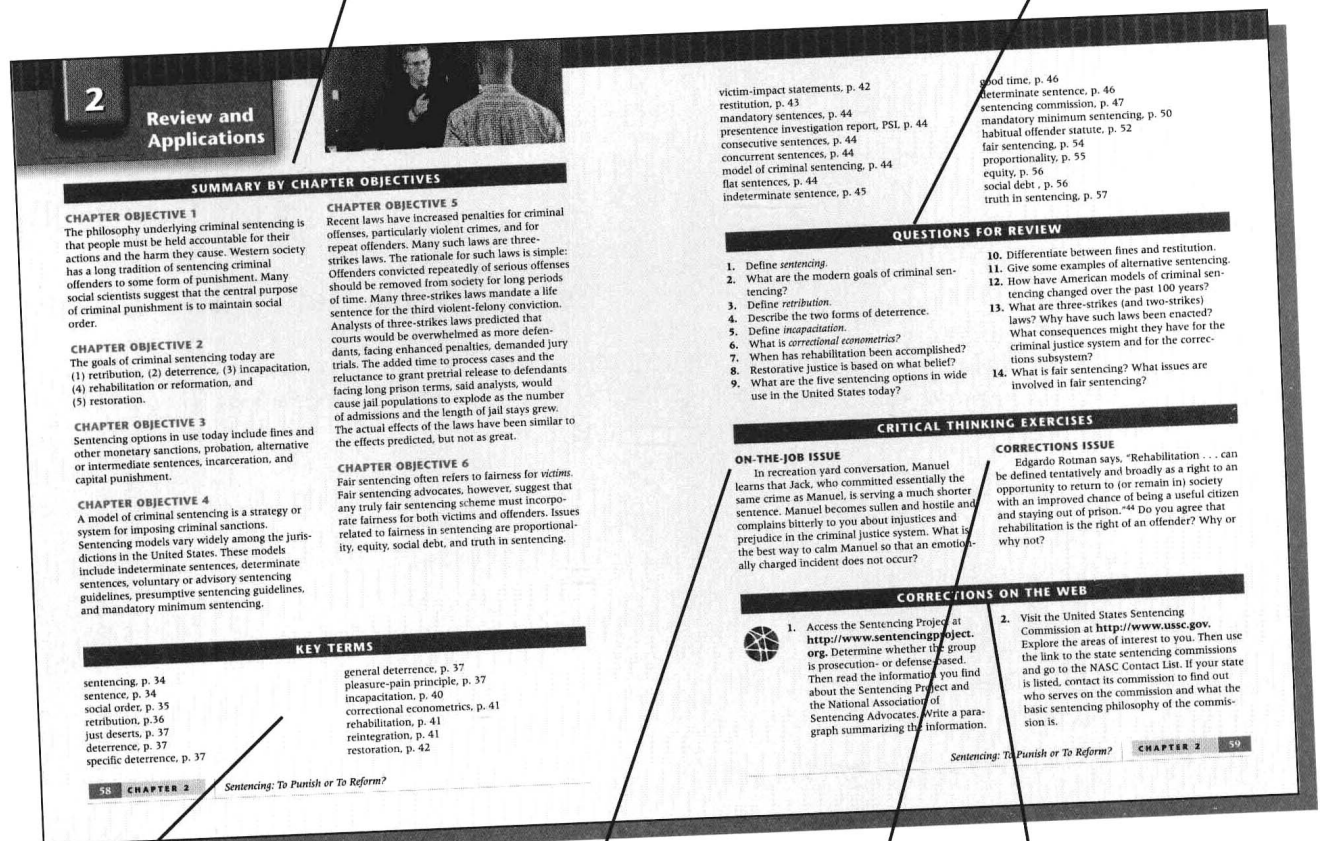
Reviewing and Applying Chapter Concepts

End-of-chapter exercises and activities encourage you to apply what you have learned.

Summary by Chapter Objectives

sums up the chapter's major themes. The summary is organized by chapter objectives and provides you with general answers to the questions you posed when you began the chapter.

Questions for Review reexamine key points presented in the chapter. These questions test your knowledge of the chapter concepts and can help you review for exams.



2 Review and Applications

SUMMARY BY CHAPTER OBJECTIVES

CHAPTER OBJECTIVE 1
The philosophy underlying criminal sentencing is that people must be held accountable for their actions and the harm they cause. Western society has a long tradition of sentencing criminal offenders to some form of punishment. Many social scientists suggest that the central purpose of criminal punishment is to maintain social order.

CHAPTER OBJECTIVE 2
The goals of criminal sentencing today are (1) retribution, (2) deterrence, (3) incapacitation, (4) rehabilitation or reformation, and (5) restoration.

CHAPTER OBJECTIVE 3
Sentencing options in use today include fines and other monetary sanctions, probation, alternative or intermediate sentences, incarceration, and capital punishment.

CHAPTER OBJECTIVE 4
A model of criminal sentencing is a strategy or system for imposing criminal sanctions. Sentencing models vary widely among the jurisdictions in the United States. These models include indeterminate sentences, determinate sentences, voluntary or advisory sentencing guidelines, presumptive sentencing guidelines, and mandatory minimum sentencing.

CHAPTER OBJECTIVE 5
Recent laws have increased penalties for criminal offenses, particularly violent crimes, and for repeat offenders. Many such laws are three-strikes laws. The rationale for such laws is simple: Offenders convicted repeatedly of serious offenses should be removed from society for long periods of time. Many three-strikes laws mandate a life sentence for the third violent-felony conviction. Analysts of three-strikes laws predicted that courts would be overwhelmed as more defendants, facing enhanced penalties, demanded jury trials. The added time to process cases and the reluctance to grant pretrial release to defendants facing long prison terms, said analysts, would cause jail populations to explode as the number of admissions and the length of jail stays grew. The actual effects of the laws have been similar to the effects predicted, but not as great.

CHAPTER OBJECTIVE 6
Fair sentencing often refers to fairness for victims. Fair sentencing advocates, however, suggest that any truly fair sentencing scheme must incorporate fairness for both victims and offenders. Issues related to fairness in sentencing are proportionality, equity, social debt, and truth in sentencing.

KEY TERMS

sentencing, p. 34
sentence, p. 34
social order, p. 35
retribution, p. 36
just deserts, p. 37
deterrence, p. 37
specific deterrence, p. 37

general deterrence, p. 37
pleasure-pain principle, p. 37
incapacitation, p. 40
correctional econometrics, p. 41
rehabilitation, p. 41
reintegration, p. 41
restoration, p. 42

victim-impact statements, p. 42
restitution, p. 43
mandatory sentences, p. 44
presentence investigation report, PSL, p. 44
consecutive sentences, p. 44
concurrent sentences, p. 44
model of criminal sentencing, p. 44
flat sentences, p. 44
indeterminate sentence, p. 45

good time, p. 46
determinate sentence, p. 46
sentencing commission, p. 47
mandatory minimum sentencing, p. 50
habitual offender statute, p. 52
fair sentencing, p. 54
proportionality, p. 55
equity, p. 56
social debt, p. 56
truth in sentencing, p. 57

QUESTIONS FOR REVIEW

1. Define *sentencing*.
2. What are the modern goals of criminal sentencing?
3. Define *retribution*.
4. Describe the two forms of deterrence.
5. Define *incapacitation*.
6. What is *correctional econometrics*?
7. When has rehabilitation been accomplished?
8. Restorative justice is based on what belief?
9. What are the five sentencing options in wide use in the United States today?
10. Differentiate between fines and restitution.
11. Give some examples of alternative sentencing.
12. How have American models of criminal sentencing changed over the past 100 years?
13. What are three-strikes (and two-strikes) laws? Why have such laws been enacted? What consequences might they have for the criminal justice system and for the corrections subsystem?
14. What is fair sentencing? What issues are involved in fair sentencing?

CRITICAL THINKING EXERCISES

ON-THE-JOB ISSUE
In recreation yard conversation, Manuel learns that Jack, who committed essentially the same crime as Manuel, is serving a much shorter sentence. Manuel becomes sullen and hostile and complains bitterly to you about injustices and prejudice in the criminal justice system. What is the best way to calm Manuel so that an emotionally charged incident does not occur?

CORRECTIONS ISSUE
Edgardo Rotman says, "Rehabilitation . . . can be defined tentatively and broadly as a right to an opportunity to return to (or remain in) society with an improved chance of being a useful citizen and staying out of prison."⁴⁴ Do you agree that rehabilitation is the right of an offender? Why or why not?

CORRECTIONS ON THE WEB

1. Access the Sentencing Project at <http://www.sentencingproject.org>. Determine whether the group is prosecution- or defense-based. Then read the information you find about the Sentencing Project and the National Association of Sentencing Advocates. Write a paragraph summarizing the information.
2. Visit the United States Sentencing Commission at <http://www.ussc.gov>. Explore the areas of interest to you. Then use the link to the state sentencing commissions and go to the NASC Contact List. If your state is listed, contact its commission to find out who serves on the commission and what the basic sentencing philosophy of the commission is.

Sentencing: To Punish or To Reform? CHAPTER 2 59

Key Terms listing consolidates the corrections vocabulary presented in the chapter. If you can't remember what a term means, the page reference alerts you to the location of its definition in the chapter.

On-the-Job Issues present workplace scenarios that encourage you to apply chapter concepts and develop decision-making skills.

Corrections Issues provide topics of concern in the corrections field that encourage you to develop critical thinking skills.

Corrections on the Web activities encourage you to learn from the vast array of information available on the Internet.

Other Ways for You to Learn

To assist you in learning and applying corrections concepts, the *Corrections in the 21st Century* instructional program provides several study resources in addition to the textbook.

Tutorial With Simulation Applications CD-ROM

A browser-based version of the textbook on CD-ROM includes key terms review, practice tests, and review games. Simulations present real-world situations for you to apply chapter concepts.

Interactive Browser-Based Content

Chapter content is delivered in html format with topic search capabilities and links to other chapters.

Application Simulations

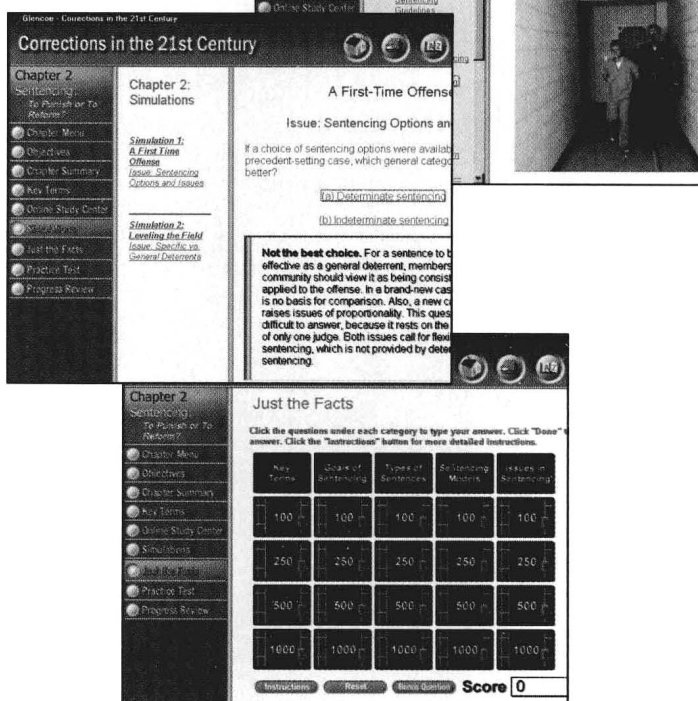
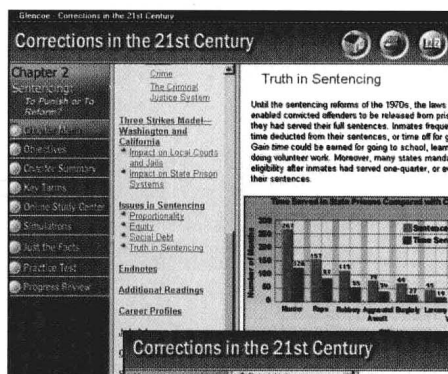
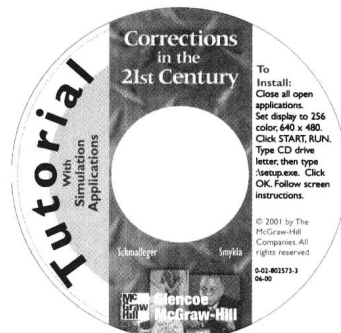
Chapter concepts and issues are explored and applied through application simulations, which pose real-world situations to which you are asked to respond. You receive immediate feedback regarding the appropriateness of your choices.

Chapter Review Game

A chapter review program in a game format helps you prepare for tests and quizzes.

Glencoe Online

If you have Internet access, clicking on this button will start up a browser and connect to the Glencoe *Corrections in the 21st Century* Study Center Web Site.



Corrections in the 21st Century Study Center Web Site

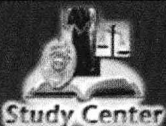
This unique study center site contains a wealth of current event material and multiple reinforcement and assessment tools. Visit it at: <http://www.corrections.glencoe.com>. Here is what you will find:

Chapter Resources

- Practice Tests
- Crossword Puzzles
- Concentration Games
- Interactive Exercises
- E-homework
- New Items
- Links to Corrections sites

Student Newsletter

- Career Builder
- Site Map



Chapter Resources

Newsletter

Career Builder

Site Map

Home

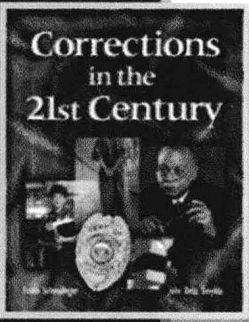

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GLENCOE Corrections in the 21st Century

Chapter Resources

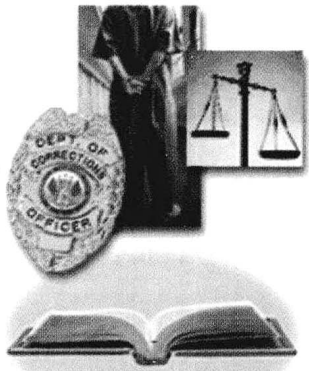
Choose a chapter to begin:

Chapter 1 <u>Corrections: The Profession</u>	Chapter 9 <u>The Inmate World: Living Behind Bars</u>
Chapter 2 <u>Sentencing: To Punish or To Reform?</u>	Chapter 10 <u>Legal Aspects: Prisons and the Courts</u>
Chapter 3 <u>Punishments: A Brief History</u>	Chapter 11 <u>The Prison Environment: Issues and Concerns</u>
Chapter 4 <u>Jails: Way Stations Along the Justice Highway</u>	Chapter 12 <u>Parole: Early Release and Reintegration</u>
Chapter 5 <u>Diversion and Probation: Alternatives to Imprisonment</u>	Chapter 13 <u>Death: The Ultimate Sanction</u>
Chapter 6 <u>Intermediate Sanctions: Corrections</u>	Chapter 14 <u>Juvenile Corrections: End of an Era?</u>



Corrections in the 21st Century

- Chapter Resources
- Newsletter
- Career Builder
- Site Map



Study Center

How to Study Corrections

Corrections in the 21st Century is divided into 16 chapters and is organized to provide a logical approach to understanding how the corrections system operates in the United States. Chapter 1 contains important background information for topics presented elsewhere in the book. It presents a brief overview of the criminal justice system, with emphasis on the role of corrections in the system. Chapter 1 also introduces the theme of professionalism that is carried throughout the text.

Chapter 2 discusses the goals of sentencing and describes the types of punishments imposed on convicted offenders. Chapter 3 presents a brief history of punishments for crime and explains how incarceration came to be used as a criminal punishment. Chapters 4, 5, 6, and 7 focus on the institutional and non-institutional ways of punishing criminals. Chapters 8, 9, 10, and 11 describe the people and environments of living behind bars. Chapter 12 focuses on the concerns of early release and reintegration into society. Chapter 13 discusses the issues of the ultimate punishment, the death penalty. Chapter 14 focuses on juvenile corrections; Chapter 15 on victims; and Chapter 16 on careers in corrections.

Corrections, like any other course, builds in stages. Information presented in later chapters often assumes knowledge of information introduced in earlier chapters. You cannot afford to fall behind and then expect to catch up in one massive cramming session.

To get off to a good start, prepare yourself before the course begins by setting learning goals, organizing your time, studying your syllabus, and examining your own learning style.

Set Learning Goals for Yourself

The purpose of setting goals is to understand exactly what you plan to accomplish. Ask yourself what you want out of this course. Is it a specific grade? Perhaps you need an A or a B to keep up your grade average. Perhaps you need a certain body of knowledge from this course to get into a

higher level course. Perhaps you need a specific set of skills. You may be taking this course to meet a requirement for your job, to attain a personal career goal, or simply to satisfy your curiosity about the subject. Be forewarned, however: if you set your goals too low, you are likely to achieve only those low goals. For example, if you are not interested in the course but are taking it only because it is required of all majors, you should not be disappointed if you earn less than an A or a B.

Organize Your Time

Now that you have set your goals, you need to organize your time to accomplish them. Time management allows you to meet your goals and still have time for activities. It helps you work smarter, not just harder. As a rule of thumb, for every class hour, allow two study hours. If an exam is coming up, allow more study time. Plan to study when you are most alert. You will retain information longer if you study on a regular basis, rather than during one or two cramming sessions. Either before or after a study session, have some fun! Timely breaks from studying enhance the learning process.

Study Your Syllabus

Usually the course syllabus is available on the first day of class, but sometimes it is available sooner. If you can get a copy early, you will be that much ahead. The syllabus is your map for navigating the course. It should define the goals or objectives of the course, specify the textbook and supporting materials to be used, and explain course requirements, including the method or formula for determining final grades. The syllabus will also include a course schedule indicating when particular topics will be covered, what material needs to be read for each class, and when tests will be given. Other useful information on a course syllabus may include the instructor's name, office location, phone number, and office hours and, perhaps, the types of extra credit or special

projects you may complete. Keep the syllabus in your notebook or organizer at all times. Review it at the beginning of each class and study session so you will know what course material will be covered and what you will be expected to know. Write down important due dates and test dates on your calendar.

Eight-Step Study Plan to Maximize Your Learning

This plan is based on research that shows that people learn—and remember—best when they have repeated exposure to the same material. This technique not only helps you learn better but can also reduce anxiety by allowing you to become familiar with material step by step. You will go over material at least six times before you take an exam.

Step 1: Use a Reading Strategy

In most cases, you will be asked to read material before each class. The SQ3R (Survey, Question, Read, Recite, and Review) method can help you get the most out of the material in every

chapter of your book. Reading the material before class will acquaint you with the subject matter, arouse your interest in the subject, and help you know what questions to ask in class.

Survey By surveying an assignment, you are preparing yourself for a more thorough reading of the material.

Read the Chapter Title, the Chapter Objectives, and the Chapter Outline What topics does the chapter cover? What are the learning objectives? Do you already know something about the subject?

Read the Summary by Chapter Objectives This will give you an overview of what is covered in the chapter.

Look for Key Terms Key terms are the words associated with the important concepts covered in the chapter. Key terms are printed in boldface type in the text. Definitions of the key terms appear in the margins near the text in which they are introduced.

Question Turn the chapter objectives into questions. For example, if the objective is, “Explain prisoner classification and its purposes.” turn it into a question by asking yourself, “What is prisoner classification and what are its purposes?” Look for the answers to your questions as you read the chapter. By beginning the study of a chapter with questions, you will be more moti-

SQ3R Reading System

Letter	Meaning	Reading Activity
S	Survey	Survey the assigned reading material. Pay attention to the title, objectives, outline, key terms, and summary.
Q	Question	Find the major heads. Try to make questions out of these heads.
3 R	(1) Read	Read the material, section by section.
	(2) Recite	After reading a section or part, try to briefly summarize aloud what you have read. Make sure your summary answers the question you formed for the section’s head.
	(3) Review	After reading the entire assigned material, review your question heads. Make sure you can recall your original question and your answers. If you cannot, go back and reread that section.

vated to read the chapter to find the answers. To make sure your answers are correct, consult the summary at the end of the chapter.

You can also write a question mark in pencil in the margin next to any material you don't understand as you read the chapter. Your goal is to answer all your questions and erase the question marks before you take an exam.

Read Before you begin a thorough reading of the material, make sure that you are rested and alert and that your reading area is well-lighted and ventilated. This will not only make your reading time more efficient but help you understand what you read.

Skim the Material Generally, you will need to read material more than once before you really understand it. Start by skimming, or reading straight through, the material. Do not expect to understand everything at once. You are getting the big picture and becoming familiar with the material.

Read, Highlight, Outline The second time, read more slowly. Take time to study explanations and examples. Highlight key terms, important concepts, numbered lists, or other items that will help you understand the material. Most students use colored highlighting markers for this step. Put question marks in pencil in the margin beside any points or concepts you don't understand.

Outline the chapter in your notebook. By writing the concepts and definitions into your notebook, you are using your tactile sense to reinforce your learning and to remember better what you read. Be sure you state concepts and definitions accurately. You can use brief phrases or take more extensive notes for your outline, depending on the material.

Apply What You Read In criminal justice, as in other courses, you must be able to apply what you read. The critical thinking exercises at the end of each chapter allow you to do this. Complete those exercises when you have finished studying the chapter.

Recite In this step, you do a self-check of what you have learned in reading the chapter. Go back to the questions you formed from the chapter objectives and see if you can answer them. Also, see if you can answer the Questions for Review at

the end of each chapter. Try explaining the material to a friend so that he or she understands it. These exercises will reveal your strengths and weaknesses.

Review Now go back and review the entire chapter. Erase any question marks that you have answered. If you still don't understand something, put a Post-it by it or mark it in your text. These items are the questions you can ask in class.

Step 2: Combine Learning Styles in Class

Think of the time you spend in class as your opportunity to learn by listening and participating. You are combining many learning styles in one experience. Knowing your preferred learning styles can increase your effectiveness in school or at work. Look at the chart on page xxvii to determine your preferred learning styles.

Attendance: More Than Just Showing Up

Your attitude is a critical element. Attend class *ready to learn*. That means being prepared by having read and reread the assignment, having your questions ready, and having your note-taking materials organized.

Because corrections, like other courses, builds in stages, it is important for you to attend every class. You cannot ask questions if you are not there. And you may miss handouts, explanations, or key points that often are included on a test.

One final note. If you cannot attend a class, call the instructor or a classmate to find out what you have missed. You do not want to show up the next day and find out the instructor is giving a test!

Attention: Active Listening and Learning

During most classes, you spend more time listening than you do reading, writing, or speaking. Learning by listening, however, calls for you to become an active listener and to participate in the class. Here are some active listening strategies for you to implement:

Desire to Listen You must want to be a better listener and realize that listening is an active rather than a passive process.

TYPE OF INTELLIGENCE	CHARACTERISTICS	LEARNER LIKES
Verbal/Linguistic Learner	Learns through words and language, written and spoken. Loves to read and write. Also tends to enjoy talking.	reading; answering questions; writing essays; discussion groups; playing word games
Logical/Mathematical Learner	Looks for patterns when solving problems. Creates a set of standards and follows them when researching in a sequential manner.	problem solving; experiments; working with numbers; asking questions; exploring patterns and relationships
Visual/Spatial Learner	Relies on sense of sight and being able to visualize an object, to create mental images. Learns through pictures, charts, graphs, diagrams, and art.	drawing, building, designing, creating things; jig saw puzzles; daydreaming; watching videos; looking at photos; drawing maps and charts
Kinesthetic/Bodily Learner	Learning is related to physical movement and the brain's motor cortex, which controls bodily motion. Eager to solve problems physically.	hands-on methods; demonstrating skill in crafts; tinkering; displaying physical endurance; performing; challenging self physically
Interpersonal Learner	Likes group work and working cooperatively to solve problems. Learns through person-to-person relationships and communication.	talking to people; joining groups; playing cooperative games; solving problems as part of a group; volunteering help when others need it.
Intrapersonal Learner	Enjoys opportunity to reflect and work independently. Often would rather work on his or her own than in a group.	working alone; pursuing own interests; daydreaming; keeping a journal or diary; independent assignments
Naturalistic Learner	Learns by observing, understanding, and organizing patterns in the natural environment. Has a strong connection to nature.	observing the world around them; spending time outdoors and working with plants, animals, and other parts of the natural environment
Musical/Rhythmic Learner	Recognizes tonal patterns, including various environmental sounds. Has a sensitivity to rhythm and beats.	Singing and humming; listening to music; playing an instrument; moving body when music is playing, making up songs

Be Open and Willing to Learn Be open to different points of view, different styles of lecturing, and learning new ideas. Don't make up your mind that the instructor is wrong and that you are going to challenge what is said. It is easy to misinterpret the meaning of a message if you are defensive, bored, judgmental, or emotionally upset.

Postpone Judgment Don't judge your instructor or his or her message based on clothes, reputation, voice, or teaching style. Go to class with an open mind and focus on the message, the course content, and your performance.

Be mindful Being mentally and physically alert is vital for active listening. Focus your attention, concentrate on the subject, and keep your mind in the present.

Use Empathy and Respect Focus on understanding the message and viewpoint of the speaker. Look for common views and ways that you are alike rather than different.

Observe Observe your instructor and watch for obvious verbal and nonverbal clues about what information is important. Repetition, writing information on the board, and handouts give clues to important information. Watch for words that signal important information.

Predict and Ask Questions Keep yourself alert by predicting and asking yourself questions. What are the main points of the lecture? Do the examples clarify the concept? What test questions could be asked about this material?

Look as If You Are Listening Sit up, keep your spine straight, and uncross your legs. Maintain eye contact, and lean slightly forward. Don't lean back, cross your legs, or look bored. Respond with nods, smiles, and open facial expressions. Participate in discussions or when asked questions.

Reduce Distractions Don't sit next to friends or someone who likes to talk or is distracting. Sit near the front. Carry a bottle of water with you to sip if your energy starts to lag.

Be Quiet Be quiet while the instructor is speaking. Don't interrupt or talk to classmates. Really listen until the instructor is finished.

Participation In reading the material before class, you will have made a list of questions. If those questions are not answered in class, then ask your instructor to answer them. If the instruc-

tor makes a point you do not understand, jot it down and ask him or her to explain it as soon as you can.

Note Taking Why take notes? We forget nearly 60 percent of what we hear within one hour after we hear it. Memory is highly unreliable. This is why taking notes during class is so important.

Note taking involves both listening and writing at the same time. You must learn not to concentrate too much on one and forget the other. Follow these tips for taking good notes.

Listen for and Record Main Ideas You do not need to write down everything your instructor or other students say. By reading your assignment before class, you will know what the main topics are. Listen for those topics when your instructor goes over the material in class, then take notes on what he or she says about them. If the instructor emphasizes the importance of a topic for a test, be sure to make a note of this information as well (for example, "This section is really important for exam"). If you think you have missed a point, either ask your instructor to repeat or rephrase it right away, or mark the point with a question mark and ask your instructor about it later.

Use Outline Style and Abbreviations Set up your notes in outline style, and use phrases instead of complete sentences. Use abbreviations of symbols whenever possible (& for and, w for with, and so on). This technique will help you write faster to keep up with the instructor.

Step 3: Review Class Notes

Listening and taking notes are critical steps in learning, but reviewing your notes is equally important. Remember: Repetition reinforces learning. The more times you go over material, the better you learn it.

Fill in the Blanks As soon as possible after a class, review your notes to fill in any missing information. Make sure you do it the same day. Sometimes you may be able to recall the missing information. If you can't, check your textbook or ask to see another student's notes to obtain what you need. Spell out important abbreviations that you may not recognize later.

Highlight Important Information Marking different types of information helps organize your notes. You want to find what you need when you need it. Try these suggestions for highlighting your notes.

1. Use different colored highlighting pens to mark key terms, important Supreme Court decisions, and other kinds of information. Then, you will know that green, for example, always indicates key terms; blue indicates Supreme Court decisions; and so on. This method will help you find specific information quickly and easily.
2. Write a heading such as “Costs of Incarceration” at the beginning of each key topic. These headings can either correspond to those in the chapter, or you may make up your own headings to help you remember key information.

Step 4: Reread the Text

After reviewing your notes, you are ready to reread the chapter to fix the concepts in your mind.

Read for Details

- Go over the key points and main ideas carefully. Make sure you understand them thoroughly and can explain them to someone in your own words.
- Review the Chapter Objectives (that you have turned into questions) and the Questions for Review. Make sure you can answer all the questions and that you understand your answers.

Mark Your Text

- Highlight any important terms or concepts you may have missed in your previous reading.
- Highlight any figures or tables you feel contain information that is important to remember.
- Erase any question marks in the margin that represent questions you have answered.
- Use Post-it notes to mark anything of which you are still unsure. Ask questions about those points in the next class, talk them over with

other students, or make an appointment to meet with your instructor to discuss your questions.

Step 5: Get Help if Necessary

What if you have read the material, taken notes, and asked questions, and you still do not understand the material? You can get further help. As soon as it becomes apparent that you need some help, ask for it. If you wait until the semester is nearly over, it may be too late. Here are several sources of help.

Your Instructor Most instructors are willing to spend extra time with students who need help. Find out what your instructor’s office hours are and schedule an appointment to go over the material in more detail. You may need several sessions. Remember to take notes during those sessions.

Study Groups Join a study group in your class, or start your own. What one person does not learn, another does. Study groups take advantage of each member’s expertise. You can often learn best by listening and talking to others in such groups. Chances are that, together, you will be able to master the material better than any one of you could alone. This is an example of power in numbers.

Learning Labs Many schools have learning labs that offer individual instruction or tutoring for students who are having trouble with course material. Ask your instructor or classmates for information about the learning labs in your college or university.

Private Tutors You might consider getting help from a private tutor if you can afford the fee. Although this route will cost you more, it may take only a few sessions to help you understand the material and keep up with the class. Check with your instructor about the availability of private tutors.

Step 6: Study Creatively for Tests

If you have read your assignments, attended class, taken notes and reviewed them, answered

the Questions for Review, and completed the Critical Thinking Exercises, then you have been studying for tests all along. This kind of preparation means less stress when test time comes around.

Review: Bringing It All Together You should enter all exam dates on your calendar so that you know well in advance when to prepare for a test. If you plan extra time for study during the week, you will not have to cram the night before the test.

During that week, bring together all your textbook notes, all your handouts, and other study materials. Reread them, paying particular attention to anything you marked that the instructor emphasized or that you had trouble understanding.

In addition to studying the Summary by Chapter Objectives, Key Terms, and Questions for Review at the end of each chapter, it is a good idea to make a summary sheet of your own that lists all the major points and other information that will be covered on the test. If you have quizzes or tests you have already taken, review them as well. Focus on the material you either missed or did not do well on before.

Do not hesitate to ask the instructor for information about the test, in particular:

- The types of test items he or she will use (multiple-choice, true-false, matching, fill-in-the-blanks, short answer, essay)
- What material, if any, will be emphasized, and what material, if any, will not be included
- How much time you will have to take the test

Step 7: Test-Taking Strategies

No matter how well you prepare for a test, you will feel some anxiety just before and even during the exam. This is natural—everybody feels this way. The guidelines in this section will help you manage your anxiety so that you can do your best.

Before the Test: Get Ready Use this checklist to help you prepare the night before or a few hours before an exam.

- Gather supplies: unless instructed otherwise, at least 2 sharpened pencils with good erasers, a

watch for timing yourself, and other items if you need them (such as a blue book for essay exams).

- If the test is in your first class, get up at least an hour before the exam to make sure you will be fully awake.
- Eat well before the test, but avoid having a heavy meal, which can make you sleepy.
- Arrive early to review your notes and study materials. Remember: luck favors the prepared!

During the Test: Go for It! Memorize these strategies to help you during the exam.

- Follow the directions. Listen carefully to the instructor's directions and read the printed directions carefully. Ask questions if the directions are unclear.
- Preview the test. Take a few minutes to look over the entire test. This will give you an idea of how much time to allot to each of the components.
- Do the easier sections first. If you get stumped on a question, skip it for now. You can come back to it later. Finish with the harder sections.
- Go back over the test. If you finish ahead of time, double-check your work and look for careless errors. Make sure your writing is legible if you are taking an essay exam or an exam that requires short answers. Make sure that your name and other information the instructor requires are on the test papers.

Step 8: Reviewing Your Results

Never throw away any of your quizzes or tests. Tests give you direct feedback on your progress in the course. Whether the test is a weekly quiz or a mid-term, do not just look at the grade and put the paper in your file or notebook. Use the results of each quiz or test to help you achieve your goals.

Learn From Your Successes First review the test for those questions you answered correctly. Ask yourself the following questions:

- What are my strongest areas? You will know which topics to spend less time studying for the next exam.