



Queensland, Australia

Course Code:	1013CCJ
Course Name:	Introduction to Criminology & Criminal Justice
Semester:	Semester 1, 2016
Program:	Diploma of Criminology & Criminal Justice
Credit Points:	10
Course Coordinator:	Dr Myesa Mahoney
Document modified:	24 Feb 2016 15:39:20

Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.	
Name	Email
Sheena Fleming	

Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "myTimetable" link.

Prerequisites

There are no prerequisites for this course

Brief Course Description

This course introduces students to criminology and criminal justice. It begins with an examination of the nature of crime, and the ways in which it is defined and explained in contemporary society. A major emphasis of the course is exploring the dimensions of crime, particularly the relationship between crime and social class (corporation and white collar crime), the links between youth and crime and youth and the criminal justice response, the relationship between gender and crime, and the reasons for the huge over-representation of indigenous people in all parts of the criminal justice system in Australia. The course also surveys the ways in which crime and criminal behaviour are "explained" via a review of the contemporary literature in criminology theory. The course concludes with an exploration of the criminal justice system as a response to crime.

Rationale

Welcome to the study of crime and justice. This unit is a core course in the foundation year in Criminology and Criminal Justice, and leads on to the second and third year courses, particularly the second year courses, Sociology of Crime and Psychology of Crime, which are devoted to theoretical explanations of crime and criminality. A major emphasis of the course is on exploring the dimensions of crime and the way crime is shaped by a range of personal and social characteristics. We explore the relationship between crime and social class (including corporate and white collar crime), the links between youth and crime, the relationship between gender and crime, and the reasons for the huge over-representation of indigenous people in all parts of the criminal justice system in Australia.

The course then moves to the responses of the criminal justice system, which has traditionally been seen as a combination of three quite different components: the police, criminal courts, and the correctional arms of the system. However, there are newer features of the system that must be considered, such as the standing justice commissions (eg., the Queensland Crime and Corruption Commission), the growth of the private sector (private prisons, the security industry), and the development of alternative models of criminal justice and dispute resolution.

The fact that Australia is a liberal-democratic society also determines many of the tasks, possibilities, and limitations of the system, as well as determining tensions and uncertainties confronting criminal justice. The course focuses on two key standards - justice and effectiveness - and how the system attempts to balance these aims.

Aims

This course has been designed with the aim of expanding your knowledge about the nature of crime, who commits it, how crime can be explained, and how we respond to crime. The course is deliberately designed to challenge stereotypes about crime and justice, and to make you think seriously about why our society spends so much time and money responding to and attempting to prevent crime. The criminal justice system is one major response and in the second half of the course we identify, examine and evaluate the policies and structures of the criminal justice system. The three main components of the system – investigative, adjudicative and corrections – are examined in terms of fairness, justice and effectiveness.

Learning Outcomes

After successfully completing this course you should be able to:

- 1 Understand how crime is defined, measured and explained
- 2 Develop a sound understanding of the psychological and sociological underpinnings of the study of criminology
- 3 Understand the competing tensions inherent in a criminal justice system in a liberal-democracy such as Australia
- 4 Further develop their skills in expressing themselves clearly and coherently in oral and written language
- 5 Understand some of the important personal and professional qualities required of those who wish to work in the criminal justice area

Texts and Supporting Materials

Lecture notes, notices and other issues relating to the course will be made available through the portal.

Required Textbook & Resources:

Hayes, Hennessey and Tim Prenzer 2015. *An Introduction to Crime and Criminology*, 4ed. Pearson Australia.

Organisation and Teaching Strategies

Each week, you are required to attend 4 hours of contact time in class consisting of lectures, and tutorials. To achieve the course objectives, a lecture complemented by the required text will deliver the primary course content. The lecture will develop your understanding of the topics covered within the course. The tutorials are oriented towards solving problems that are related to concepts and issues that have been introduced in lectures and the required reading. The tutorial will also provide you with the opportunity to ask any unresolved questions and develop a solid foundation for understanding the lecture, textbook and other material.

Class Contact Summary

Attendance:

Your attendance in class will be marked twice during a four hour class. To receive full attendance, you must be present in the classroom on both occasions.

Program Progression:

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Lecture Notes & Course Materials:

You are required to bring a copy of the lecture notes printed from the Griffith College website and any other required course materials to classes each week.

Independent Study:

You are expected to reinforce your learning gained during class time by undertaking sufficient independent study. For this 10 CP course, you will need to spend at least 10 hours per week engaged in activities that will help your learning and fulfil the course objectives. Thus, provided you have well used the 4 hours per week of formal contact, you would then complete at least 6 hours per week of independent study.

Content Schedule

Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	Introduction: What is crime and criminal justice? Organisation of the course. Focus questions: what is crime? What is the criminal justice system? Perceptions, facts, and fallacies: Myths about crime and criminality	Lecture	Hayes & Prenzer (Introduction; pp. xi-xvii, Chapter 15) Reading 2.1: Teece, M & Makkai, T 2000, 'Print media reporting on drugs and crime, 1995-1998', Trends and issues in crime and criminal justice, vol. 158, July, pp. 1-6
		Lecture	Reading 2.2 Davis, B & Dossetor, K, '(Ms)perceptions of crime in Australia', Trends and issues in crime and criminal justice, vol. 396, pp. 1-6 Hayes & Prenzer (Chapter 1)
2	Defining and measuring crime: Conceptualising crime; measuring crime; research in practice	Lecture	Reading 3.1: Surette, R & Otto, C 2001, 'The media's role in the definition of crime', in Henry, S & Lanier, M, What is crime? : controversies over the nature of crime and what to do about it, Rowman & Littlefield, Lanham, Md., pp. 139-154.
		Lecture	Hayes & Prenzer (Chapters 2 & 3)
3	Prevalence: who are the victims and offenders?: Trends and levels of crime; offender & victim characteristics	Lecture	Hayes & Prenzer (Chapters 4 & 5)
4	Street crime and violence: Definitions; research in practice. White collar and internet crime: definitions and extent/impact of WCC; responses; research in practice	Lecture	Reading 5.1: Ross, S., and Hanley, N. (2011) 'Crime in the Streets' in M. Marmo, W. de Lint and D. Palmer (Eds) Crime and Justice: A Guide to Criminology, 4th edn. Thomson Reuters.
		Lecture	Reading 6.1: Duffield, G & Grabosky, P 2001, 'The psychology of fraud', Trends and issues in crime and criminal justice, vol. 199, March, pp. 1-6.
		Lecture	Hayes & Prenzer (Chapters 6, 7, 8, & 10)
5			Reading 7.1: Weatherburn, D 2001, 'What causes crime?', Crime

	Psychological theories of crime: Individual perspectives on crime; role of theory in criminology.	Lecture	and justice bulletin : contemporary issues in crime and justice, vol. 54, February, pp. 1-12.
		Lecture	Hayes & Prenzler (Chapters 11 & 12)
6	Sociological theories of crime: Social perspectives on crime.	Lecture	Review Reading 7.1: Hayes & Prenzler (Chapters 13 & 14)
7	Policing: public and private: Challenges facing police in the 21st Century	Lecture	Reading 9.1: Bronitt, S & Stenning, P 2011, 'Understanding discretion in modern policing', Criminal law journal, vol. 35 no. 6, pp. 319-332. Hayes & Prenzler (Chapter 16 and review Chapter 15)
8	Criminal courts and the judiciary. Functions of courts with an introduction to specialist courts. Corrections: Custodial and community corrections, investigating imprisonment	Lecture	Reading 10.1: Payne, J 2006, 'Specialty courts : current issues and future prospects', Trends and issues in crime and criminal justice, no. 317, pp. 1-6
		Lecture	Readings: *Maximum Impact: Targeting supervision on higher-risk people, places and times. The PEW Center on the States, 2009. **Pathways to Reduced Crime". Queensland Corrective Services *Goulding, D 2006, 'Violence and brutality in prisons : a West A
9	Victims and Restorative Justice: Victims; history of victims in the CJ system; what is restorative justice	Lecture	Reading 12.1 Hayes, Hennessey 2006, 'Apologies and accounts in youth justice conferencing : reinterpreting research outcomes',
		Lecture	Contemporary justice review, vol. 9 no. 4, pp. 369-385; Hayes, Hennessey & Snow, Pamela 2013, 'Oral language competence and restorative justice processes: refining preparation and the measurement of conference outcomes',
		Lecture	Trends & issues in crime and criminal justice, Vol. 463 Hayes & Prenzler (Chapter 19)
10	Crime prevention: Different approaches to the prevention of crime	Lecture	Reading 13.1: Homel, R, Freiberg, K, Lamb, C, Leech, M & Batchelor, S 2006, 'The Pathways to Prevention project : doing developmental prevention in a disadvantaged community', Australian Institute of Criminology, vol. 323, August, pp. 1-6.
		Lecture	Hayes & Prenzler (Chapter 20)

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Take Home Exam	35%	1,2,3,4	Week 6
2	Oral Seminar Presentation	25%	1,2,3,4,5	Week 3-8
3	Final Exam (comprehensive multiple choice)	40%	1,2,3,4,5	Week 14

Assessment Details

Oral seminar presentation

Due Date: Varies from Week 3-8, depending on allocated topic

Weight: 25%

Task Description:

Topic: Presentations on a topic given out by the instructor.

Students in groups of two to be determined by the teacher, will give a classroom presentation on one of the weekly topics. The ability to work effectively as part of a team is a graduate skill valued and encouraged by Griffith College. A mark out of 25 will be allocated to students on the basis of the quality of presentation. Students may use presentation software, such as PowerPoint, but this should be limited in its use.

The presentation should last around 20 minutes. Allocation of a mark will be based on the following criteria:

- What aspects of the topic have you chosen to focus on and why?
- Do you explain why it might be important to look at this topic?
- Do you convey important and relevant points about the topic to the class and are these points made clear?
- Is your presentation informed by the assigned reading for the topic and/or wider reading?
- How well do you summarise your view and conclude your presentation?
- Has your talk been lively, interesting and knowledgeable?

Take Home Exam

Due Date: Week 6

Weight: 35%

Length: 1500 Words

Task Description:

Short answer/essay questions covering material presented in weeks 1-5. Students will write an approximate 500-word response for each of 3 questions. Students will receive the questions and instructions for completion in Week 5, with the assessment due in class in Week 6.

Exam

Due Date: Final exam period

Weight: 40%

Duration: 2hrs

Task Description:

The final exam for this class will consist of selected response questions (multiple choice). This exam will be comprehensive, including all topics covered in lecture and tutorials, including the required readings provided for students.

Submission and Return of Assessment Items

Normally you will be able to collect your assignments in class within fourteen [14] days of the due date for submission of the assignment.

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Extensions

To apply for an extension of time for an assignment, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Assessment Feedback

Marks awarded for assessment items will also be available on the on-line grades system on the Student Website within fourteen [14] days of the due date.

Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication	Yes	Yes	Yes
Oral Communication	Yes	Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self Directed Learning	Yes	Yes	Yes
Team Work	Yes	Yes	Yes
Cultural Intelligence	Yes	Yes	Yes
English Language Proficiency	Yes	Yes	Yes

Additional Course Generic Skills

Additional Course Information

In addition to formal contact hours, you are provided with extra support through individual consultation with teaching staff, tutorials in English language, and self-access computer laboratories.

Teacher and Course Evaluations

There is no available data for this course.

Academic Misconduct

Academic misconduct covers, but is not limited to, acts of plagiarism, cheating, fabrication of data or research, unauthorised collaboration [e.g. collusion], misrepresentation of student status, and academic qualifications falsification. Breaching any of the standards outlined in the Conduct During Examinations policy is also considered to be academic misconduct.

The College Assessment Committee, or a member thereof (usually the relevant Program Coordinator) is responsible for deciding on action to be taken on an allegation of academic misconduct and, where a student has been found to have engaged in a form of academic misconduct, may apply one or more of the following penalties:

⚡ A formal warning to the student;

⚡ Requirement to attend compulsory academic skills workshop prior to resubmission of the assessment in which the academic misconduct occurred;

⚡ A mark reduction or a mark of zero [0] awarded for the assessment list in which the academic misconduct occurred;

⚡ A Fail [F] grade for the course within which the academic misconduct occurred;

⚡ Exclusion from enrolling in the program of study for a specified period of time;

⚡ Expulsion from the College (readmission to the College is at the discretion of the Academic Director on consideration of the student's case for readmission);

* Any other academic penalty as decided by the Academic Director.

For further information please refer to the Academic Integrity Policy on the Griffith College website - Policy Library.
Plagiarism Detection Software

Griffith College uses plagiarism detection software. Students should be aware that your Course Coordinator may use this software to check submitted assignments. If this is the case your Course Coordinator will provide more detailed information about how the detection software will be used for individual items.

Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

Copyright © - Griffith College

Note: For all Diploma level programs, Griffith College acknowledges content derived from Griffith University.