



<b>Course Code:</b>	<b>1013CCJ</b>
<b>Course Name:</b>	<b>Introduction to Criminology &amp; Criminal Justice</b>
<b>Trimester:</b>	<b>Trimester 2, 2017</b>
<b>Program:</b>	Diploma of Criminology & Criminal Justice
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Dr Myesa Mahoney
<b>Document modified:</b>	14 June 2017

## Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.	
<b>Name</b>	<b>Email</b>
Dr Myesa Mahoney	<a href="mailto:myesa.mahoney@staff.griffithcollege.edu.au">myesa.mahoney@staff.griffithcollege.edu.au</a>

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## 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.

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## Prerequisites

There are no prerequisites for this course

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## 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.

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## 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.

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## 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.

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## 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
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## 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 Prenzler 2015. An Introduction to Crime and Criminology, 4ed. Pearson Australia.

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## 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.

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## 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?	Lecture	Hayes & Prenzler (Introduction; pp. xi-xvii, Chapter 15)
2	Perceptions, facts, and fallacies: Myths about crime and criminality	Lecture	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  Reading 2.2 Davis, B & Dossetor, K , '(Mis)perceptions of crime in Australia', Trends and issues in crime and criminal justice, vol. 396, pp. 1-6  Hayes & Prenzler (Chapter 1)
3	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.  Hayes & Prenzler (Chapters 2 & 3)
4	Prevalence: who are the victims and offenders?: Trends and levels of crime; offender & victim characteristics	Lecture	Hayes & Prenzler (Chapters 4 & 5)
5	Street crime and violence: Definitions; 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.  Hayes & Prenzler (Chapters 6 & 7)
6	White collar and internet crime: definitions and extent/impact of WCC; responses; research in practice	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.  Hayes & Prenzler (Chapters 8 & 10)
7	Psychological theories of crime: Individual perspectives	Lecture	Reading 7.1: Weatherburn, D 2001, 'What causes crime?', Crime and justice bulletin :

	on crime; role of theory in criminology		contemporary issues in crime and justice, vol. 54, February, pp. 1-12. Hayes & Prenzler (Chapters 11 & 12)
8	Sociological theories of crime: Social perspectives on crime	Lecture	Hayes & Prenzler (Chapter 13 & 14)
9	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 6 & review Chapter 15)
10	Criminal courts and the judiciary: Functions of courts with an introduction to specialist courts.	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 Readings: Hayes & Prenzler (Chapter 17)
11	Corrections: Custodial and community corrections, investigating imprisonment	Lecture	*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 Australian context ', Current issues in criminal justice, vol. 18, p. 399-414.  Hayes & Prenzler (Chapter 18)
12	Victims and Restorative Justice: Victims; history of victims in the CJ system; what is restorative justice. Crime prevention: Different approaches to the prevention of crime	Lecture	Reading 12.1 Hayes, Hennessey 2006, 'Apologies and accounts in youth justice conferencing : reinterpreting research outcomes', 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', Trends & issues in crime and criminal justice, Vol. 463 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. Hayes & Prenzler (Chapters 19 & 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	Oral Seminar Presentation	25%	1,2,3,4	Weeks 3-9
2	Take Home Exam	35%	1,2,3,4,5	Week 6
3	Final Exam (comprehensive multiple choice)	40%	1,2,3,4,5	Exam Period

### Assessment Details

#### Oral seminar presentation

Due Date: Varies from Week 3-9, depending on allocated topic

Weight: 25%

Task Description:

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

Students in groups or 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 750-word response for 2 of 3 questions. Students will receive the questions and instructions for completion in Week 5, with the assessment due 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***

End of Trimester Exam will be held in week 14, and results posted to the Griffith College portal in the week following exam week.

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 assessment item you must submit a written request to your lecturer via the Student Website at least 48 hours before the date the assessment item 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. medical certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

### **Penalties for late submission without an approved extension**

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and <= 24 hours 10%
- > 24 hours and <= 48 hours 20%
- > 48 hours and <= 72 hours 30%
- > 72 hours and <= 96 hours 40%
- > 96 hours and <= 120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

## **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.

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## **Generic Skills**

QIBT 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:

<b>Generic Skills</b>	<b>Taught</b>	<b>Practised</b>	<b>Assessed</b>
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**

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### **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.

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## **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 there of (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 students 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.

## ***Risk Assessment Statement***

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

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