



Course Code:	1009CCJ
Course Name:	Doing Criminology
Trimester:	Trimester 2, 2019
Program:	Diploma of Criminology & Criminal Justice
Credit Points:	10
Course Coordinator:	Mrs. Nicole Ryan
Document modified:	13 June 2019

Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Mrs Nicole Ryan	Nicole.ryan@staff.griffithcollege.edu.au

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 is intended as an introduction to research in criminal justice and criminology. Some of the students taking the course will likely enter professions in criminal justice and some may move into more research-oriented professions in criminology. Therefore, emphasis is placed on the research methodologies used in the criminal justice and criminological literature. Students begin by learning the logic of research methodology in the social sciences and then learn how researchers in criminology carry out research projects.

Rationale

This course is intended as an introduction to research in criminal justice and criminology. Some of the students taking the course will likely enter professions in criminal justice and some may move into more research-oriented professions in criminology.

Aims

This course is intended as an introduction to research design in criminal justice and criminology. This course has three key aims to:

1. Provide an understanding of the key concepts of research design in criminology and criminal justice
2. Develop the ability to apply key concepts of research design to problems "from the field"
3. Enhance skills in critically assessing research in criminology and criminal justice.

Upon completion, students should possess the knowledge and skills required to become critical consumers of social science research, particularly in the field of criminology and criminal justice. The course is the first in a sequence of courses aimed at developing critical professional skills in understanding, evaluating and conducting research in criminology and criminal justice contexts.

Learning Outcomes

After successfully completing this course you should be able to:

- 1 Understand the basic principles, procedures and overall methodological process used in criminological and criminal justice research
- 2 Differentiate between different research methods and processes
- 3 Identify the research methods used in criminological and criminal justice research
- 4 Critically assess the research methods used by in criminological and criminal justice research

Texts and Supporting Materials

Required Readings

Required readings will be made available for you through the course portal site.

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	What is research and why do we do it?	Lecture & Tutorial	
2	Conceptualisation, operationalisation, and measurement—huh what? Please explain	Lecture & Tutorial	
3	Research Design	Lecture & Tutorial	
4	Research Population, Sample, Unit of Analysis and Sampling Framework	Lecture & Tutorial	
5	Primary and Secondary data—what is the difference?	Lecture & Tutorial	
6	Data Collection Techniques (Part 1- Quantitative)	Lecture & Tutorial	
7	Data Collection Techniques (Part 2 - Qualitative)	Lecture & Tutorial	
8	Human Research Ethics	Lecture &	

		Tutorial	
9	Evaluation Research	Lecture & Tutorial	
10	Experimental Research	Lecture & Tutorial	
11	Researching Online	Lecture & Tutorial	
12	Course Conclusion	Lecture & Tutorial	

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 Short Answer Exam	20%	1,2,3	Week 5
2	Workbook Activity	30%	1,2,3,4	Week 8
3	Group Research Proposal & Individual Reflection	50%	1,2,3,4	Week 11 & 12

Assessment Details

Assessment #1:

Title: Take Home Short Answer Exam

Type: Test

Learning Outcomes Assessed: 1,2, 3

Due Date: Sunday of Week 5 @ 11:55pm

Weight: 20%

Task Description:

Take home short answer exam (20%). Monday at 9am of week 5 the take home short answer exam will become available to students to complete. The exam will consist of questions covering the course content for the first four weeks only. There will be a total of 10 short answer questions worth a total of 2 marks each. Further instructions will be provided in Week 1.

Criteria and Marking:

The Take Home Short Answer Exam is to be completed using the exam template provided. Answers will be marked, and students will be provided with a mark out of 2 for each question (total of 10 questions, 20 marks).

Submission: Completed and submitted online only

This assessment item:

- Is a school based activity
- is an individual activity

- does not include a self-assessment activity

Assessment #2

Title: Workbook Activity

Type: Workbook/Portfolio

Learning Outcomes Assessed: 1, 2, 3, 4

Due Date: Week 8

Weight: 30%

Task Description:

Complete a workbook/portfolio (30%). Students will submit a workbook/portfolio of short activities relating to criminological research to demonstrate their knowledge and understanding of social science research methods. The workbook/portfolio will consist of activities students will be provided in tutorial each week. Students are to submit six of their best activities out of the 8 weeks for marking.

Criteria & Marking: Marking criteria will be provided on the course portal site. Each activity will be marked out of 5 (5 marks x 6 weeks = 30 marks).

Submission: Students must submit their electronic copy through TurnItIn on the course Moodle site.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self-assessment activity

Assessment #3:

Title: Group Presentation & Individual Reflection

Type: Presentation & Written Assessment

Learning Outcomes Assessed: 1, 2, 3, 4

Due Date: From Week 11

Weight: 50%

Task Description: There are 2 Parts to this assessment.

Part 1: Group Research Proposal –Presentation (20 minutes maximum)

This assessment is a cumulative assessment that will be worked on during tutorial each week, as well as in the students' own time. It is expected that students will attend tutorials each week to contribute to their group's assessment. In groups of three to four, students will design and prepare a research proposal for a project that will be presented in class in weeks 11 & 12. The proposal will consist of a research questions, and a hypothesis. The proposal will have a clear detailed outline of the research design that is proposed for the project, with a clear justification for why the chosen research design is the most appropriate research design to use. In addition, the targeted research population, sample, unit of analysis, and sampling framework/technique must be explained and justified. Also, students need to clearly identify, conceptualise, operationalise, and explain the measurement for the independent variable(s), the dependent variable(s), and any control variables included in the project. The proposed data collection methods that will be employed in the proposed project must be clearly identified, explained, and justified (i.e. what are the exact steps that will be taken to collect the data and why?). Finally, students also need to identify any ethical considerations that are relevant to the project that would need to be addressed for ethical clearance to be obtained and identify what the limitations of the proposed project are, why they are limitations, and how these can be overcome.

Part 2: Individual Reflection – The individual reflection will consist of three sections. (1500 words maximum, 500 words per section)

Section 1: Students need to explain whether they believe research is important and why. This section should clearly outline what the students have learned throughout the trimester, and during the course of completing this assessment. Students should also reflect on their preconceived ideas about research and explain whether these have changed and why.

Section 2: Students are to reflect on the group work they participated in to complete their assessment and provide an objective evaluation of how they believe their group worked together over the trimester. Did the group work well, why/why not? Was everyone provided an equal opportunity to participate and contribute? Were everyone's ideas listened to and considered? Did anyone in the group not contribute/contributed very little to the project – explain provide examples? This is the student's opportunity to provide honest and constructive feedback about how their group worked. **The other members of the group will NOT have access to this reflection.**

Section 3: In this section, students are to identify any potential elements of their group's research project that they would do differently if they were designing the project by themselves. Any elements that are identified, the student must provide an alternative approach and justify why their suggestion is better.

Criteria & Marking:

Marking criteria will be provided on the course site. Students will present their group research proposal (Part 1) in class over weeks 11 and 12. Presentations must not go for more than 20 minutes and every group member must have a turn at presenting. Sunday of week 12 @ 11:55pm students must submit their Individual reflections (Part 2) to Turnitin via the course site.

This assessment item:

- is a school based activity
- is an individual activity and group activity
- includes a self-reflection

Submission and Return of Assessment Items

Normally you will be able to view your assignments 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 in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).

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		
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			
Team Work			
Cultural Intelligence			
English Language Proficiency			

Additional Course Generic Skills

Additional Course Information

Academic Misconduct

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.

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.

In the case of a breach of academic integrity made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

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.

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