



1. General Course Information

1.1 Course Details

Course Code:	1013CCJ
Course Name:	Introduction to Criminology and Criminal Justice
Trimester:	Trimester 1, 2020
Program:	Diploma of Criminology and Criminal Justice
Credit Points:	10
Course Coordinator:	TBA
Document modified:	3 December 2019

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.

Assumed Knowledge

Not Applicable

1.2 Teaching Team

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

Name	Email
Wendy Broxham	webr@portal.griffithcollege.edu.au

1.3 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 "Support and Services/Teacher Consultation Times" link.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course 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.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Explain how crime is defined, measured and explained
- 2 Locate criminology specific research
- 3 Discuss some of the important personal and professional qualities required of those who wish to work in the criminal justice area and emerging careers in the field.
- 4 Differentiate between the theoretical psychological and sociological explanations of crime and criminality

2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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
Acquisition of discipline knowledge and skills with critical judgement	Yes	Yes	Yes
Communication and collaboration	Yes	Yes	Yes
Self-directed and active learning	Yes	Yes	Yes
Creative and future thinking	Yes	Yes	Yes
Social Responsibility and ethical awareness	Yes	Yes	
Cultural competence and awareness in a culturally diverse environment	Yes	Yes	

3. Learning Resources

3.1 Required Resources

Nil

3.2 Recommended Resources

Hayes, Hennessey and Tim Prenzler 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 (2 hours per week), and tutorials/workshops (1 hour tutorial and 1 hour workshop per week). To achieve the course objectives, a lecture complemented by the required text will deliver the primary course content. The lectures will develop your understanding of the topics covered within the course. The tutorials/workshops are oriented towards solving problems that are related to concepts and issues that have been introduced in lectures and the required reading. The tutorials/workshops 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.

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Learning Information

Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

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].

Teacher and course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning and Teaching Activities

4.1 Weekly Learning Activities

Week	Topic	Activity	Readings	Learning Outcomes
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)	1, 2, 3
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)	1, 2, 3
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)	1, 2, 3
4	Street crime and violence: Definitions; research in practice.	Lecture	Reading 5.1: Sampson, R. and Raudenbush, S. (2001). Disorder in Urban Neighborhoods— Does It Lead to Crime? NIJ Research in Brief, Office of Justice Programs, National Institute of Justice. Hayes & Prenzler (Chapters 6 & 7)	1, 2, 3
5	Psychological theories of crime: Individual perspectives on crime; role of theory in criminology	Lecture	Reading 7.1: Weatherburn, D 2001, 'What causes crime?', Crime and justice bulletin : contemporary issues in crime and justice, vol. 54, February, pp. 1-12. Hayes & Prenzler (Chapters 11 & 12)	1, 2, 3, 4
6	Sociological theories of crime: Social perspectives on crime	Lecture	Hayes & Prenzler (Chapter 13 & 14)	1, 2, 3, 4

7	Prevalence: who are the victims and offenders?: Trends and levels of crime; offender & victim characteristics	Lecture	Hayes & Prenzler (Chapters 4 & 5)	1, 2, 3
8	White collar and internet crime: definitions and extent/impact of WCC; responses; research in practice	Lecture	Reading 6.1 Simpson, S. (2013). White Collar Crime: A Review of Recent Developments and Promising Directions for Future Research. <i>Annu. Rev. Sociol.</i> 2013. 39:309–31. Hayes & Prenzler (Chapters 8 & 10)	1, 2, 3
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', <i>Criminal law journal</i> , vol. 35 no. 6, pp. 319-332. Hayes & Prenzler (Chapter 6 & review Chapter 15)	1, 2, 3
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', <i>Trends and issues in crime and criminal justice</i> , no. 317, pp. 1-6 Readings: Hayes & Prenzler (Chapter 17)	1, 2, 3
11	Corrections: Custodial and community corrections, investigating imprisonment Victimology	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 ', <i>Current issues in criminal justice</i> , vol. 18, p. 399-414. Hayes & Prenzler (Chapter 18)	1, 2, 3
12	Review for the final exam	Lecture		

5. Assessment Plan

5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	Career Information Assignment	30%	1,2,3	Weeks 3-9 during class
2	Responses to Criminology Issues	30%	1,2,4	Friday, Week 8 at 11-55pm
3	Final Exam	40%	1,3,4	Exam Period

5.2 Assessment Detail

Career Information Assignment

Due Date: Varies from Week 3-9, depending on which week they choose to present their Information during tutorial.

Weight: 30%

Task Description: Students will choose a potential career in the field of criminology, criminal justice, or law and perform some research on what the particular job entails.

Students will need to present information in 2 ways:

- 1: On an A3 size poster in a style of their choosing. This may include photos, graphics, text, etc.
- 2: During tutorial, students will give a 5-10 minute presentation describing their chosen career to the class

Criteria: In this presentation, you must

1. Describe what the role of this person is in the context of the larger criminal justice system.
2. Explain the skills necessary for a person in this position to be successful in the position
3. Construct a visual representation of your research on an A3 poster, or an IT medium

Further detail on what to include will be provided to students during the first week in tutorial.

Assessment 2: Responses to Criminology Issues

Due Date: Week 8

Weight: 30%

Length: 1200 Words

Task Description:

Short answer/essay questions covering material presented in weeks 1-6. Students will write an approximate 400-word response for 3 out of 4 questions. Students will receive the questions and instructions for completion by Week 6, with the assessment due in Week 8.

Exam

Due Date: Final exam period

Weight: 40%

Duration: 2hrs

Task Description:

The final exam for this class will consist of multiple choice questions and short answer/essay questions based around key themes in the course. This exam will be comprehensive, including all topics covered in lecture and tutorials, including the required readings provided for students.

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

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

5.4 Other Assessment Information

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.

Requests for extension

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 Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Assessment Items

1. 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).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

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.

In the case of an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

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

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