



1. General Course Information

1.1 Course Details

Course Code:	1013CCJ
Course Name:	Introduction to Criminology and Criminal Justice
Trimester:	Trimester 2, 2021
Program:	Diploma of Criminology and Criminal Justice
Credit Points:	10
Course Coordinator:	Wendy Broxham
Document modified:	1 June 2021

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

Nil

1.2 Teaching Team

Your teacher can be contacted via the email system on the portal.

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

1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be found on the Moodle Course Site.

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 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.
- 3 Differentiate between the theoretical psychological and sociological explanations of crime and criminality









2.3 Generic Skills and Capabilities

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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	✓
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness		✓	✓	
Cultural competence and awareness in a culturally diverse environment		✓	✓	



3. Learning Resources

3.1 Required Learning Resources

Nil

3.2 Recommended Learning Resources

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

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 - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the weighted Epigeum modules within the suite of Academic and Professional Studies courses.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[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 Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to 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 Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher '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 Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (assessment) in the course.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, 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 teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content 	Learning experiences 	Learning activities 	Evidence of learning 	Learning outcome 
Week	Module 1				
1	<p>Introduction: What is crime and criminal justice? Organisation of the course. Focus questions: what is crime? What is the criminal justice system?</p> <p>Hayes & Prenzler (Introduction; pp. xi-xvii, Chapter 15)</p>	Get to know you activity; setting expectations; outline learning experience assessments	Revision Sheet		2
2	<p>Perceptions, facts, and fallacies: Myths about crime and criminality</p> <p>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</p> <p>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</p> <p>Hayes & Prenzler (Chapter 1)</p>	Team activity; Article analysis	Revision Sheet		2
3	<p>Defining and measuring crime: Conceptualising crime; measuring crime; research in practice</p> <p>Reading 3.1: Surette, R & Otto, C 2001, 'The media's role in the definition of</p>	Kahoot; Finding Stats activity; Four Corners reflection	Revision Sheet, Four Corners program		1

	<p>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.</p> <p>Hayes & Prenzler (Chapters 2 & 3)</p>				
4	<p>Prevalence: who are the victims and offenders?: Trends and levels of crime; offender & victim characteristics</p> <p>Hayes & Prenzler (Chapters 4 & 5)</p>	<p>Kahoot; Pick the criminal activity; Stereotyping children video and discussion</p>	Revision Sheet		1
	Module				
5	<p>Street crime and violence: Definitions; research in practice.</p> <p>Reading 5.1: Sampson, R. and Raudenbush, S. (2001). Disorder in Urban Neighbourhoods - Does it Lead to Crime? NIJ Research in Brief, Office of Justice Programs, National Institute of Justice.</p> <p>Hayes & Prenzler (Chapters 6 & 7)</p>	<p>TED talks: SCP and POP followed by team discussions</p>	Revision Sheet	<p>Responses to Criminological Issues Due Friday at midnight</p>	3
6	<p>Psychological theories of crime: Individual perspectives on crime; role of theory in criminology</p> <p>Reading 6.1: Weatherburn, D 2001, 'What causes crime?'. Crime and Justice Bulletin: Contemporary issues in Crime and Justice, Vol 54, February, pp. 1-12</p> <p>Hayes and Prenzler (Chapters 11 & 12)</p>	<p>Kahoot; thought experiments; Case Study-Anna; Big Bang Theory conditioning activity</p>	Revision Sheet		3
7	<p>Sociological theories of crime: Social perspectives on crime</p> <p>Hayes & Prenzler (Chapter 13 & 14)</p>	<p>Kahoot; Case study Anna</p>	Revision Sheet		3
8	<p>White collar and internet crime: definitions and extent/impact of WCC;</p>	<p>Neutralisation activity; videos followed by</p>	Revision Sheet	<p>Career Information Poster due</p>	3

	<p>responses; research in practice</p> <p>Reading 8.1 Simpson, S. (2013). White Collar Crime: A review of recent developments and promising directions for future research. <i>Annu. Rev. Social.</i> 2013, 39: 309-31</p> <p>Hayes & Prenzler (Chapters 8 & 10)</p>	activity from The Wire		Friday at midnight	
Module					
9	<p>Policing: public and private: Challenges facing police in the 21st Century</p> <p>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.</p> <p>Hayes & Prenzler (Chapter 6 and review Chapter 15)</p>	Kahoot; Research in Practice: Tasers and High-Speed Pursuits; TED Talk and activity	Revision Sheet		1
10	<p>Criminal courts and the judiciary: Functions of courts with an introduction to specialist courts.</p> <p>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.</p> <p>Hayes & Prenzler (Chapter 17).</p>	Reading and activity; Police corruption and Occupational Culture activity: Speciality Courts TED talks and team discussion activity	Revision Sheet	Responses to Criminology Issues Due Friday at midnight	1
11	<p>Corrections: Custodial and community corrections, investigating imprisonment Victimology</p> <p>*Maximum Impact: Targeting supervision on higher-risk people, places and times. The PEW Center on the States, 2009.</p> <p>**Pathways to Reduced Crime". Queensland Corrective Services</p> <p>*Goulding, D 2006, 'Violence and brutality in</p>	Kahoot; Guest speakers from Corrections and Probation and Parole	Revision Sheet		1

	prisons: a West Australian context', Current issues in criminal justice, vol. 18, p. 399-414. Hayes & Prenzler (Chapter 18)				
12	Review for the final exam	Key Terms worksheet			



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Responses to Criminology Issues	20%	1	Week 5
2	Career Information Assignment	30%	2	Week 8
3	Responses to Criminology Issues	20%	3	Week 10
4	Exam	30%	1, 3	Exam Week

5.2 Evidence of Learning Task Detail

Evidence of Learning 1: Responses to Criminology Issues

Due Date: Week 5

Weight: 30%

Length: 1200 Words

Task Description:

Short answer/essay questions covering material presented in weeks 1-4. Students will write an approximate 400-word response for 2 out of 4 questions. Students will receive the questions and instructions for completion by Week 5, with the evidence of learning task due in Week 6.

Evidence of Learning 2: Career Information

Due Date: Week 8

Weight: 20%

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:

A PowerPoint presentation of no more than 4 slides. Your script to go with the slides needs to be in the notes section at the bottom of the page.

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 a powerpoint presentation.

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

Evidence of Learning 3: Responses to Criminology Issues

Due Date: Week 10

Weight: 30%

Length: 1200 Words

Task Description:

Short answer/essay questions covering material presented in weeks 6-9. Students will write an approximate 400-word response for 2 out of 4 questions. Students will receive the questions and instructions for completion by Week 9, with the evidence of learning task due in Week 10.

Evidence of Learning 4: 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 online learning sessions, including the required readings provided for students.

5.3 Late Submission

An evidence of learning (assessment) task 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 evidence of learning task by 5% of the maximum mark applicable for the evidence of learning task, for each working day or part working day that the task is late. Evidence of learning tasks 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 Information about Evidence of Learning

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 evidence of learning task, 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 Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, 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 evidence of learning task in this course (marks for this task 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 final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning tasks 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 of evidence of learning tasks 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 evidence of learning task-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed 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 teachers 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 within 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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