



1. General Course Information

1.1 Course Details

Course Code:	1014CCJ
Course Name:	Homicide
Trimester:	Trimester 2, 2021
Program:	Diploma of Criminology and Criminal Justice
Credit Points:	10 CP
Course Coordinator:	Greg Stevenson
Document modified:	1 June 2021

Course Description

This course introduces students to the criminal justice process by illustration. Starting with a focus on the key elements of the crime event, students will develop an understanding of serious violent offences through the lens of offenders and victims of violence. Students then learn how the criminal justice system responds to serious violence offences with particular emphasis on lethal violence. Using a case study approach, students first learn how serious violent offences are detected and investigated by the policing arm of the criminal justice system. Students then consider how these offences are processed in the courts, which includes the criminal trial process and sentencing. Finally, students review the various forms of custodial sentencing and correctional settings. Throughout the course students review the ways that criminological theory has informed the various ways that the criminal justice system responds to serious violent offences (e.g., from policing initiatives and responses to sentencing to correctional rehabilitation).

Assumed Knowledge

Nil

1.2 Teaching Team

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

Name	Email
Greg Stevenson	greg.stevenson@staff.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 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 with internet access, as well as camera and microphone functionality.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

This course has been designed with the aim of expanding your knowledge about crime and the criminal justice system through a case study approach using an international perspective of the crime of homicide. The course is focused on developing your understanding of the nature of different types of homicide, who commits it, how homicide can be explained, and how we respond to homicide. The course is deliberately designed to reflect critically on crime and justice, and to provide a holistic view of various forms homicide may take in various international contexts, approaches to the detection of the offender and societal response to the crime in the form of prosecution and punishment. In this way, the course is aimed at breaking down the singular major response to crime that is the criminal justice system into its various response phases. These phases will be critically examined in terms of fairness, justice and effectiveness.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Identify and interpret the classification of homicide in law and criminology in Australia
2. Develop a prevention strategy for the crime of homicide in a domestic setting
3. Execute a range of investigative strategies used in the detection of serious violent offenders
4. Explain the criminal trial process and its limitations in Australian homicide cases
5. Explain the punishment options for homicide and the challenges faced therewith



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

Required Reading: Brookman, Fiona. (2005). Understanding Homicide. London: Sage.
Paperback ISBN: 9780761947554 / E-book ISBN: 9781847877345 (Available in the Griffith University Virtual Library)

3.2 Recommended Learning Resources

A range of recommended resources are published via MyStudy on the Griffith College Portal. Further information relating to these resources will be provided in class.

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.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

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 or 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 
Module 1: Introduction to Homicide					
1	<i>Introduction</i>	<i>Scenario ranking exercise</i>	<i>Moodle activity; homicide flow-chart; handouts; reflective journal</i>		1
Module 2: Prevention of Homicide					
3	<i>Domestic Homicide</i>	<i>Case studies</i>	<i>Moodle activity; handouts; reflective journal</i>		2
4	<i>Child Homicide</i>	<i>Case studies</i>	<i>Moodle activity; handouts; reflective journal</i>	<i>Moodle Activity-Domestic Homicide</i>	2
5	<i>Serial Homicide</i>	<i>Case studies; Gruesome Discovery exercise</i>	<i>Moodle activity; handouts; reflective journal</i>		2
6	<i>Police Homicide</i>	<i>Case studies; Murder at DFO exercise</i>	<i>Moodle activity; handouts; reflective journal</i>		2
Module 3: Investigation of Homicide					
6	<i>Detection of Homicide Offenders</i>	<i>Case studies; Operation Mock Parrot exercise</i>	<i>Moodle activity; handouts; investigation models; reflective journal; matching activity</i>		3

7	<i>Protracted Investigations using Police Intelligence</i>	<i>Case studies; Operation Mock Parrot exercise</i>	<i>Moodle activity; handouts; investigation models; reflective journal; matching activity</i>		3
8	<i>Forensics and Evidence Gathering</i>	<i>Case studies; fingerprinting exercise</i>	<i>Moodle activity; handouts; reflective journal</i>		3
9	<i>Profiling Homicide Offenders</i>	<i>Case studies; PBL exercise</i>	<i>Moodle activity; handouts; reflective journal</i>		3
Module 4: Prosecution and Management of Homicide Offenders					
10	<i>Prosecution of Homicide Offenders</i>	<i>Case studies</i>	<i>Moodle activity; handouts; reflective journal</i>	<i>Homicide Investigation Action Plan</i>	4
11	<i>Prison Experience and Historical Perspectives</i>	<i>The worst of the worse exercise; homicide flow-charting exercise</i>	<i>Moodle activity; handouts; matching activity</i>		5
Module 5: Historical Overview and Course Review					
12	<i>Course Review</i>	<i>Question garden exercise; example scenarios exercise</i>	<i>Moodle activity</i>		1,2,3,4



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Moodle Activity-Domestic Homicide	30%	1,2	Week 4
2	Homicide Investigation Action Plan	40%	3	Week 10
3	Final Examination	30%	1,2,3,4	Final Exam Period

5.2 Evidence of Learning Task Detail

1. Assignment - Domestic Homicide

Type: Moodle Activity

Learning Outcomes Assessed: 1,2

Due Date: Week 4

Word Count: N/A

Weight: 30% (marked out of 30)

Task: Complete an online Moodle activity, where you will provide evidence of your learning regarding the topic of domestic homicide.

Criteria and Marking: Marking criteria for this evidence of learning task will be available in class and on the Griffith College Portal.

Submission: Students must submit via the online submission point in the Griffith College Portal.

This evidence of learning task is an individual activity and does not have a resubmission provision.

2. Homicide Investigation Action Plan

Type: Assignment- Written Assignment

Learning Outcomes Assessed: 3

Due Date: Week 10

Word Count: 2000+

Weight: 40% (marked out of 40)

Task: This evidence of learning task requires students to complete an investigation action plan outlining the police response to a given homicide scenario. A template will be provided to students to complete and submit. The requirements of an investigation action plan will be taught and practised during class time allocated for learning experiences.

Criteria and Marking: Marking criteria for this evidence of learning task will be available in class and on the Griffith College Portal.

Submission: Students must submit via the online submission point in the Griffith College Portal. This evidence of learning task is an individual activity and does not have a resubmission provision.

3. Final Examination

Type: Exam- selected response and short answer

Learning Outcomes Assessed: 1,2,3,4

Due Date: Examination Period

Weight: 30%

Marked out of: 60

Duration: 60 minutes

Format: Open book

Task: The end of trimester exam will consist of multiple-choice task and short answer questions designed to test students' knowledge of core course material. The exam will cover material covered in weeks 1 – 10 and will be based on the required readings and other class content. Exam revision will be conducted in week 12.

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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