



1. General Course Information

1.1 Course Details

| | |
|----------------------------|---|
| Course Code: | 1003CCJ |
| Course Name: | Law, Government & Policy |
| Trimester: | Trimester 3, 2021 |
| Program: | Diploma of Criminology & Criminal Justice |
| Credit Points: | 10 CP |
| Course Coordinator: | Greg Stevenson |
| Document modified: | 27 September 2021 |

Course Description

This course introduces key ideas and institutions associated with law and its production in Australia. It examines how law is made by courts and parliaments, and the principal legal and political conventions and processes involved in law making. This knowledge provides a foundation for further study on criminal law and justice systems.

This is a core, introductory course in the Criminology and Criminal Justice program. It gives students an overview of the role of law in Australian society, and how it is made, influenced and applied by courts and by governments. These concepts and processes are an essential framework for the criminal justice system and knowledge developed in this course provides a foundation for later studies in criminology and criminal justice, and for employment in the field.

The central focus of the course is on examining how law and politics operate and interact in society. The relationship between concepts like rules, morality, justice, politics and power are also examined. Students think critically about the law-making process, and consider diverse issues including: the moral content of laws; liberalism, legalism and the rule of law; the role of judges; indigenous rights and justice; the nature of democracy; the exercise and control of government power; and human rights. This is done through the use of case studies to encourage a problem-based approach to learning.

The course also has a strong focus on skill development for both academic and vocational purposes, especially research, writing and critical analysis.

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 is a core, introductory course in the Criminology and Criminal Justice program. It aims to 1) give an overview of the role of law and politics in Australian society; 2) consider the relationship between law and politics, particularly how law is influenced and applied by courts and by governments in a range of contexts; and 3) encourage critical thinking about the law-making process and its relationship with criminal justice, using case studies as the basis for a problem-based learning approach.

The central focus of the course is on examining how law operates in society, and its relationship with concepts like rules, morality, justice, politics and power. The course also has a strong focus on skill development for both academic and vocational purposes, especially research, writing and critical analysis. On completion of this course students should be able to write clearly and analytically in appropriate academic style and engage in informed and reflective discussion about issues raised in the course.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Define and describe the system of law and government in Australia
2. Discuss and implement the processes applied throughout the Australian political legal system
3. Critique the operation and fairness of law and government and its relationship with the quest for justice in Australia
4. Examine how the structure, processes and philosophies of law and politics are relevant to the operation of the criminal justice system throughout Australia



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

No required learning resources.

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 Epigeum to Academic Integrity online 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  |
|-------------|---|---|--|---|---|
| Week | Module 1: Systems of Law and Government in Australia | | | | |
| 1 | <i>Introduction: the idea and role of law</i> | <i>Paradise City exercise</i> | <i>Worksheet; reflective journal; Moodle Activity</i> | | 1 |
| 2 | <i>Political Theories and Institutions</i> | <i>Liberalism and Democracy Exercise</i> | <i>Worksheet; quiz; Moodle activity</i> | | 1 |
| 3 | <i>The Monitoring of Citizens in a Liberal Democracy</i> | <i>Monitoring Exercise</i> | <i>Worksheet; Moodle activity</i> | | 1 |
| 4 | <i>Federalism</i> | <i>Centralised vs Decentralised Debate</i> | <i>Worksheet; reflective journal; Moodle Activity</i> | | 1 |
| | Module 2: Australian Politics in Action | | | | |
| 5 | <i>The Criminalisation of Illicit Drugs</i> | <i>Law Reform Exercise 1</i> | <i>Worksheet; reflective journal; Moodle Activity</i> | <i>Moodle Online Quiz</i> | 2 |
| 6 | <i>Counter-terrorism Investigations in Australia</i> | <i>Law Reform Exercise 2</i> | <i>Worksheet; reflective journal; Moodle Activity</i> | | 2 |
| 7 | <i>Youth Justice in Australia</i> | <i>Law Reform Exercise 3</i> | <i>Worksheet; reflective journal; Moodle Activity</i> | | 2 |
| 8 | <i>First Peoples: Law and Justice in Australia</i> | <i>Law Reform Exercise 4</i> | <i>Worksheet; Moodle Activity</i> | | 2 |

| Module 3: Government and Justice for Australia | | | | | |
|---|---|---|--------------------------------------|-------------------------------|---------|
| 9 | <i>The Australian Constitution and Human Rights</i> | <i>Constitutional Referendum Exercise</i> | <i>Worksheet; Moodle Activity</i> | | 3 |
| 10 | <i>Liberal Democracy and Justice</i> | <i>Trivia Night</i> | <i>Worksheet; reflective journal</i> | <i>Moodle Online Quiz</i> | 3 |
| 11 | <i>Lobbying, law reform and the future</i> | <i>Jeopardy</i> | <i>Worksheet; reflective journal</i> | <i>Law Reform White Paper</i> | 3 |
| Module 4: Course Review | | | | | |
| 12 | <i>Course Review</i> | <i>Question Gard</i> | <i>Review 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 | Law Reform White Paper | 40% | 1,2 | Week 11 |
| 2 | Online Quizzes | 20% | 1,2,3 | Weeks 5 and 10 |
| 3 | Final Examination | 40% | 3,4 | Final Exam Period |

5.2 Evidence of Learning Task Detail

1. Law Reform White Paper (Essay)

Learning Outcomes Assessed: 1,2

Due Date: Week 11

Weight: 40%

Task Description:

This evidence of learning task requires students to select a political-legal issue from Module Two of the course:

- The criminalisation of illicit drugs;
- Counter-terrorism investigations in Australia;
- Youth Justice in Australia; or
- First peoples- law and government in Australia

Students will complete a 'White Paper' document addressing one of these issues. The white paper will include the following components:

- An introduction and brief overview of the issue;
- A critical analysis of the issue, including a statistical analysis;
- A summary of the relationship between the issue and Australia's liberal democracy; and
- An outline of some opportunities for reform

Criteria & Marking:

This evidence of learning task will be assessed on the following basis:

1. Demonstration of knowledge of relevant government processes and institutions.

2. Quality of research and critical analysis.
 3. Appropriateness of writing style and referencing skills.
- A detailed criteria sheet will be available on the Student Portal.

Submission: Students MUST submit this task via within the Student Portal.

2. Online Quizzes

Learning Outcomes Assessed: 1,2,3

Due Date: Weeks 5 and 10

Weight: 20%

Task Description:

Students will be required to complete two short quizzes during the trimester (one in week 5 and one in week 11). These quizzes will consist of a series of true/false and multiple-choice questions. Each quiz is worth 10%.

More information about the quizzes will be provided early in the trimester.

Criteria & Marking:

The quizzes are designed to test basic course knowledge and are assessed on the basis of knowledge and accuracy.

3. Final Examination

Learning Outcomes Assessed: 1, 2, 3

Due Date: Examination Period

Weight: 40%

Duration: 120 minutes

Format: Open Book

Task Description:

The final exam will be a 2-hour, open book exam. A question garden (available on the Student Portal) indicates the type of questions that are likely to be asked in the exam (previous exam papers are NOT available). Review these questions to help you study.

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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