



## 1. General Course Information

### 1.1 Course Details

|                            |   |
|----------------------------|---|
| <b>Course Code:</b>        | <b>1009CCJ</b>                              |
| <b>Course Name:</b>        | <b>Doing Criminology</b>                    |
| <b>Trimester:</b>          | <b>Trimester 3, 2021</b>                    |
| <b>Program:</b>            | Diploma of Criminology and Criminal Justice |
| <b>Credit Points:</b>      | 10 CP                                       |
| <b>Course Coordinator:</b> | Ms Iraz Zeren                               |
| <b>Document modified:</b>  | 27 September 2021                           |

### Course Description

This course is intended as an introduction to research in criminal justice and criminology. Gaining skills as a conscientious consumer of research is very important especially because some of the students taking the course will likely enter professions within the field of 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.

### Assumed Knowledge

There is no assumed knowledge for this course. It is an introductory course to social science research methods with a criminological focus.

## 1.2 Teaching Team

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

| Name          | Email                                   |
|---------------|---|
| Ms Iraz Zeren | iraz.zeren@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 and functional web camera or a suitable mobile device.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course 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.



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Identify the basic principles, procedures and overall methodological processes used in criminological and criminal justice research.
- 2 Differentiate between different research methods and processes in varying research settings.
- 3 Critically assess the research methods used by criminological and criminal justice research.
- 4 Evaluate the role ethics plays in social science research.



## 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

**Maxfield, M & Babbie, E. (2017). Research Methods for Criminal Justice and Criminology. 8<sup>th</sup> Ed. Cengage.**

Previous editions of this book are fine to use. There are many electronic versions of the book as well. Any of them are fine to use.

Other required readings will be made available for you through the course site.

### 3.2 Recommended Learning Resources

APA 7<sup>th</sup> Manual, American Psychology Association Referencing Guide

### 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<br> | Learning experiences<br> | Learning activities<br> | Evidence of learning<br> | Learning outcome<br> |
|-----------------|---|---|---|---|---|
| <b>Module 1</b> |   |   |   |   |   |
| 1               | <i>Introduction; What is research?</i>  | <i>Getting to know you; setting expectations; what is research?</i>   | <i>Online Quiz; Activity: Does Bedwetting = Serial Killer?</i>  |   | 1   |
| 2               | <i>The building blocks: Research Questions, Conceptualisation, and Operationalisation</i>               | <i>Discussion and case study<br/>How to read and article<br/>Article analyses</i>                           | <i>Activity: Newspaper article summary</i>  | <i>Online quiz (not graded)</i>   | 1   |
| 3               | <i>Research Design and Measurement</i>  | <i>Article analysis</i>   | <i>Working on Exercise 1</i>  | <i>Exercise #1</i>  | 1   |
| <b>Module 2</b> |   |   |   |   |   |
| 4               | <i>Populations and Sampling</i>   | <i>Population vs Sample activity<br/>Article analysis</i>   | <i>Activity: Sampling</i>   | <i>Online Quiz (not graded)</i>   | 2   |
| 5               | <i>Can you fill this in? Survey research in social science</i>  | <i>Article analysis<br/>Survey exercise</i>   | <i>Online Quiz;</i>   |   | 2   |
| <b>Module 3</b> |   |   |   |   |   |
| 6               | <i>Experimental Methods</i>   | <i>Discussion and case study<br/>Article analysis</i>   | <i>Experimental Policing Hot Spots</i>  |   | 3   |

|                          |   |   |  |   |   |
|--------------------------|---|---|--|---|---|
| 7                        | Correlation, Causation, and Validity  | Article analysis<br>Validity exercise   | Online quiz  | Online Quiz (not graded)                              | 3 |
| 8                        | Non-experimental methods and secondary sources of data  | Causation vs correlation debate   | "Code of the Street" <a href="#">video</a><br>Working on Exercise 2  |   | 3 |
| 9                        | Using Qualitative Data  | Article analysis  | "Gang Leader for a Day" <a href="#">video</a> by Sudhir Venkatesh  | Exercise #2   | 3 |
| <b>Module 4</b>          |   |   |  |   |   |
| 10                       | Consider this: Ethics in Social Science Research; Doing research with indigenous populations            | Historical human experimentation;<br>Ethical dilemmas in criminology research;<br>Working with indigenous groups                | <a href="#">Stanford Prison Experiment</a><br><br>Working on Exercise 3                                      |   | 4 |
| 11                       | Evaluation and other research purposes<br><br>Reflexive Writing Skills                                  | Article analysis  | Activity: Re-entry success<br><br>Reflexive writing exercise in class  | Exercise #3   | 4 |
| <b>Future Directions</b> |   |   |  |   |   |
| 12                       | Putting it all together<br><br>Understanding your professional identity and building an online presence | Discussion and extension<br>Thinking critically about research<br>Future of Criminological research<br>Career paths in research | Ben Goldacre: <a href="#">Battling Bad Science</a><br><br>Linked-in profile and online portfolio information | Reflection (to be submitted in exam block – date TBA) | 3 |



## 5. Evidence of Learning (Assessment Plan)

### 5.1 Evidence of Learning Summary

|   | <br>Evidence of learning | <br>Weighting | <br>Learning outcome | <br>Due Date |
|---|---|--|--|---|
| 1 | Exercise #1   | 30%  | 1  | Week 5 Monday   |
| 3 | Exercise #2   | 30%  | 2,3  | Week 9 Monday   |
| 4 | Exercise #3   | 30%  | 4  | Week 12 Monday  |
| 5 | Reflection  | 10%  | 3  | Final Exam Week   |

### 5.2 Evidence of Learning Task Detail

#### **Exercise #1:**

Please complete the worksheet titled "Exercise #1." You will be asked to think critically about research questions, variables, conceptualisation and operationalisation.

Marking criteria will be provided for you through the course site.

### **Exercise #2**

Please complete the worksheet titled, "Exercise #2." You will be asked to assess the research methodologies utilised in real and hypothetical situations. Marking criteria will be provided for you through the course site.

### **Exercise #3**

Please complete the worksheet titled, "Exercise #3." You will be asked to think critically about ethics when using human subjects in criminological studies and evaluate the role ethics plays in research. Marking criteria will be provided for you through the course site.

### **Reflection**

You will need to upload a document to the Course Portal Site by the date listed above.

In no more than 1000 words, you must write a reflection about your learning during this trimester. You will need to address the following questions:

1. In your opinion why is the study of social science research methods important for students studying criminology?
2. Tell me about something you may have struggled with in this class (specific content, methodology, assessments, etc.) and how you approached and worked through it.
3. What recommendations would you make to future students who are about to take Doing Criminology about being successful in this class?

## **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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