



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	1013CCJ
<b>Course Name:</b>	Introduction to Criminology and Criminal Justice
<b>Trimester:</b>	Trimester 2, 2022
<b>Program:</b>	Diploma of Criminology and Criminal Justice
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Sheena Fleming
<b>Document modified:</b>	25 May 2022

### 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

There are no prerequisites for this course.

## 1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Sheena Fleming	sheena.fleming@staff.griffithcollege.edu.au

## 1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

## 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 (2020). *An Introduction to Crime and Criminology*, 5<sup>th</sup> edition. Pearson Australia.

### 3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- 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 Academic Integrity online modules within the Academic and Professional Studies course.
- [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

#### Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. 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.

#### Attendance

You are expected to actively engage in all learning experiences 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.

#### 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 the course site. 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 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 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%, students are engaged in their learning 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 Experiences and Learning Activities

### 4.1. Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

	Learning Content	Learning experiences	Learning activities	Evidence of learning	Learning outcome
					
	<b>Module 1</b>				
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 &amp; Prenzler            (Introduction; pp.v-x)            Chapter 14 (pp. 246-261)</p>	<p>Get to know your activity;            setting expectations;            outline learning            experience assessments</p>	<p>Revision            Activities</p>		<p>1,2</p>

2	<p>Perceptions, facts, and fallacies: Myths about crime and criminality</p> <p>Reading 2.1: Schindeler, E., &amp; Ewart, J. (2014, May). Manufacturing a crime wave: the Gold Coast saga. Media International Australia incorporating Culture and Policy, (151), 25+.  <a href="https://link.gale.com/apps/doc/A373886881/ITOF?u=griffith&amp;sid=summon&amp;xid=84dd97ef">https://link.gale.com/apps/doc/A373886881/ITOF?u=griffith&amp;sid=summon&amp;xid=84dd97ef</a></p> <p>Reading 2.2: Davis, B &amp; Dossetor, K, '(Mis)perceptions of crime in Australia', Trends and issues in crime and criminal justice, vol. 396, pp. 1-6</p> <p>Hayes &amp; Prenzler Chapter 1 (pp. 2-16)</p>	Team activity; Article analysis	Revision Activities		1,2
3	<p>Defining and measuring crime: Conceptualising crime; measuring crime; research in practice</p> <p>Reading 3.1: Lievore D 2003. Non-reporting and hidden recording of sexual assault: an international literature review. Archive no. . Canberra: Australian Institute of Criminology.  <a href="https://www.aic.gov.au/publications/archive/archive-135">https://www.aic.gov.au/publications/archive/archive-135</a></p> <p>Hayes &amp; Prenzler Chapter 2 (pp. 17-34) Chapter 3 (pp. 35-55)</p>	Kahoot; Finding Stats activity; Four Corners reflection	Revision Activities, Four Corners program		1, 2
4	Hayes & Prenzler Chapter 4 (pp. 56-78) Chapter 5 (pp. 80-100)	Kahoot; Pick the criminal activity; Stereotyping children video and discussion	Revision Activities		1, 2
<b>Module 2</b>					
5	<p>Street crime and violence: Definitions; research in practice.</p> <p>Hayes &amp; Prenzler Chapter 6 (pp.101-120)</p>	TED talks: SCP and POP followed by team discussions	Revision Activities	Responses to Criminological Issues Due Friday at midnight	1, 3
6	<p>Psychological theories of crime: Individual perspectives on crime; role of theory in criminology</p> <p>Hayes and Prenzler Chapter 10 (pp. 178-191) Chapter 11 (pp. 192-209)</p>	Kahoot; thought experiments; Case Study-Anna; Big Bang Theory conditioning activity	Revision Activities		1, 3

7	<p>Sociological theories of crime: Social perspectives on crime</p> <p>Hayes &amp; Prenzler Chapter 12 (pp. 210-227) Chapter 13 (pp. 228-243)</p>	Kahoot; Case study Anna	Revision Activities		1, 3
8	<p>White collar and internet crime: definitions and extent/impact of WCC; 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. Annu. Rev. Social. 2013, 39: 309-31</p> <p>Hayes &amp; Prenzler Chapter 7 (pp. 121-139) Chapter 8 (pp. 140-152)</p>	Neutralisation activity; videos followed by activity from The Wire	Revision Activities	Career Information Poster due Friday at midnight	1, 3
<b>Module 3</b>					
9	<p>Policing: public and private: Challenges facing police in the 21st Century</p> <p>Reading 9.1: Green, R., Gray, R. M., Bryant, J., Rance, J., &amp; MacLean, S. (2020). Police decision-making with young offenders: Examining barriers to the use of diversion options. Australian &amp; New Zealand Journal of Criminology, 53(1), 137-154. <a href="https://doi.org/10.1177/0004865819879736">https://doi.org/10.1177/0004865819879736</a></p> <p>Hayes &amp; Prenzler Chapter 15 (pp. 262-281) Chapter 19 (pp. 348-365)</p>	Kahoot; Research in Practice: Tasers and High-Speed Pursuits; TED Talk and activity	Revision Activities		1, 2
10	<p>Criminal courts and the judiciary: Functions of courts with an introduction to specialist courts.</p> <p>Reading 10.1: Schaefer, L., &amp; Beriman, M. (2019). Problem-solving courts in australia: A review of problems and solutions. Victims &amp; Offenders, 14(3), 344-359. <a href="https://doi.org/10.1080/15564886.2019.1595245">https://doi.org/10.1080/15564886.2019.1595245</a></p> <p>Hayes &amp; Prenzler Chapter 16 (pp. 282-303) Chapter 18 (pp. 324-347)</p>	Reading and activity; Police corruption and Occupational Culture activity: Specialty Courts TED talks and team discussion activity	Revision Activities	Responses to Criminology Issues Due Friday at midnight	1, 2

<p>11</p>	<p>Corrections: Custodial and community corrections, investigating imprisonment Victimology</p> <p>Australian Broadcasting Corporation (2018). Prisoner violence at record levels, cell 'double ups' a major contributor, commissioner admits</p> <p><a href="https://www.abc.net.au/news/2018-08-07/prisoner-violence-record-levels-cell-double-ups-major-problem/10070216">https://www.abc.net.au/news/2018-08-07/prisoner-violence-record-levels-cell-double-ups-major-problem/10070216</a></p> <p>Hoidal, A (2018) Normality behind the Walls: Examples from Halden Prison. Federal Sentencing Reporter, Vol. 31, No. 1, pp. 58–66, ISSN 1053-9867, Terectronic ISSN 1533-8363.</p> <p>Hayes &amp; Prenzler Chapter 17 (pp. 304-323)</p>	<p>Kahoot; Guest speakers from Corrections and Probation and Parole</p>	<p>Revision Activities</p>		<p>1, 2</p>
<p>12</p>	<p>Review for the final exam</p>	<p>Key Terms Activities</p>			





## 5. Evidence of Learning

### 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	20%	1,2	Week 8
3	Responses to Criminology Issues	20%	3	Week 10
4	Exam	40%	1, 3	Exam Week

### 5.2 Evidence of Learning Task Detail

#### 1. Evidence of Learning Task 1: Responses to Criminology Issues (20%)

**Task Type:** Written Assignment

**Due Date:** Week 5 (date to be advised on course site)

**Weight:** 20%, Marked out of: 20

**Length:** 800 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.

**Criteria and Marking:** Students are assessed on comprehension of the course material

**Submission:** Turnitin via the course site

#### 2. Evidence of Learning Task 2: Career Information Assignment (20%)

**Task Type:** Assignment - Presentation

**Due Date:** Week 8 (date to be advised on course site)

**Weight:** 20%, Marked out of: 20

**Length:** 1500 words maximum

**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 6 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 details on what to include will be provided to students during the first week in tutorial

**Criteria and Marking:** Students are assessed on research, comprehension, writing and referencing.

**Submission:** Class/online presentation

### 3. Evidence of Learning Task 3: Responses to Criminology Issues (20%)

**Task Type:** Written Assignment

**Due Date:** Week 10 (date to be advised on course site)

**Weight:** 20%, Marked out of: 20

**Length:** 800 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.

**Criteria and Marking:** Students are assessed on comprehension of the course material

**Submission:** Turnitin via the course site

### 4. Evidence of Learning Task 4: Exam (40%)

**Task Type:** Examination

**Due Date:** Final Exam period (date to be advised on course site)

**Weight:** 40%, Marked out 80

**Length:** 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.

**Criteria and Marking:** Students are assessed on comprehension of the course material.

**Submission:** Class/online quiz/exam

In order to pass this Course, students must:

**A. Attempt all assessment items**

**B. Demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.**

## 5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, 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 Evidence of Learning Tasks.

### 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 course site 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 Digital Campus. 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 Course Site and made available to students through the 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 Tasks-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 Evidence of Learning Tasks – 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 Evidence of Learning Tasks 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.

---

Copyright © - Griffith College

Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.