1. General Course Information

1.1 Course Details

Course Code:	1013CCJ
Course Name:	Introduction to Criminology and Criminal Justice
Trimester:	Trimester 1, 2024
Program:	Diploma of Criminology and Criminal Justice
Credit Points:	10
Course Coordinator:	Sheena Fleming
Document modified:	20th May 2024

Course Description

This course introduces students to the disciplines of criminology and criminal justice. It begins with an examination of the nature of crime and how it is defined and measured in contemporary society. The course then provides an overview of the impact of criminological theories on our understanding of crime problems and the implications for criminal justice responses.

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@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 laptop or tablet (mobile phones are not suitable). 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. Different ways of understanding the causes of crime are examined and implications considered for prevention.

2.2 Learning Outcomes

After successfully completing this course, you should be able to:

1. Appraise historic and contemporary definitions and measurements of crime
2. Identify and apply relevant theoretical frameworks for interpreting and intervening in crime
3. Identify how social contexts have consequences for the operations of the criminal justice system and reflect on how changing values and beliefs interact with individual and societal approaches to crime
4. Employ reflective and empathetic communication skills to recognise and appropriately respond to different contexts and stakeholder groups
5. Interrogate sources and uses of information to determine its utility in criminal justice decision-making

2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the Graduate Generic Skills and Abilities 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:

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		
	Communication		✓
	Respect for Culture and Diversity		✓
Readiness for the Workplace	Problem Solving		✓
	Planning and Organisation		
	Creativity and Future Thinking		✓

3. Learning Resources

3.1 Required Learning Resources

Nil

3.2 Recommended Learning Resources

Hayes, H., Williams, F., McShane, M., Miller, J. M., Schreck, C., Tewksbury, R., & Barnes, J. C. (2022). *Introduction to crime and criminology*. Pearson Learning Solutions.

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. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

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.

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].

International students enrolled in Language Development Modules (LDM100 / LDM200)

Successful completion of LDM100 and LDM200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.

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
Module 1					
1	Introduction: What is crime and criminal justice?	Media Article Analysis	Reflection Activity Your reading this week is the following Chapters from the course custom book: Chapters 22: The criminal justice system (pp. 502 - 517); and Chapter 3: The media and crime (pp. 42 - 57)		1, 3, 4
2	How is crime defined and measured? And why does it matter?	Anzsoc Quiz	Reflection activity Revision Activity Your reading this week is the following Chapters from the course custom book: Chapter 1: Defining Crime (pp. 1 - 20)		2, 3, 5

3	How common is crime? Who are the perpetrators? Who are the victims?		Your reading this week is the following Chapters from the course custom book: Chapter 4: The nature and prevalence of crime (pp. 58 - 79) Chapter 5: Victim and offender characteristics (pp. 80 - 100)		1, 4, 5
4	Is crime a way to help get what we want?	Modes of adaption activity	Reflection Activity Revision Activity Your reading this week is the following Chapters from the course custom book: Chapter 9: Anomie and strain theories (pp. 169 - 191) Optional readings: Chapter 6: An introduction to criminological theory (pp. 103 - 120) Chapter 7: The Classical School of criminology (pp. 121 - 140) Chapter 8: The Positive School of criminology (pp. 141 - 168)		
Module 2					
5	Why do some communities have more crime than others?		Chicago School Exercise Reflection Activity Revision Activity Your reading this week is the following Chapters		2, 3, 5

6	Does the physical environment affect crime?	Situational crime prevention exercise	Reflection Activity Revision Activity Your reading this week is the following Chapters from the course custom book: Chapter 12: Rational theories (pp. 245 - 265) Chapter 26: Crime Prevention (Situational prevention, pp. 587 - 590)		2, 3, 5
7	Why doesn't everyone commit crime?	Techniques of Neutralisation exercise	Assessment 1 Scenario based problems Your reading this week is the following Chapters from the course custom book: Chapter 13: Control theories (pp. 266 - 292)	Scenario Based Problem	2,3,5
8	How do people learn to be criminals?	Professional Car Thief Activity	Reflection activity Revision Activity Your reading this week is the following Chapters from the course custom book: Chapter 14: Differential association theory (pp. 293 - 309) Chapter 15: Social learning theory (pp. 310 - 330)		2,3,5
	Module 3				

9	Are offenders born or made?		Reflection activity Revision Activity Your reading this week is the following Chapters from the course custom book: Chapter 16: Biosocial Theories (pp. 331 - 361) Chapter 17: Psychological Theories (pp. 362-392)		2,3,5
10	Why does offending change over the life course?		Reflection activity Revision Activity Your reading this week is the following Chapters from the course custom book: Chapter 26: Crime prevention (pp. 580 - 587)		2,3,5
11	Who decides what is criminal and does it matter?		Assessment 2: Reflection Questions Your reading this week is the following chapters from the course custom book: Chapter 18: Conflict theories (pp. 393 - 418) Chapter 19: Gender-based theories (pp. 419 - 442) Chapter 20: Labelling theories (pp. 443 - 468) Optional Reading		2,3,5

12	How does the criminal justice system respond to crime?		Reflection activity Revision Activity Your reading this week is the following chapters from the course custom book: Chapter 23: The police (pp. 518 - 537) Chapter 24: The criminal courts (pp. 538 - 559) Chapter 25: Corrections (pp. 560 - 579)		
Exam Week			Final Exam		

5. Evidence of Learning

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Scenario Based Problem	30%	2, 4, 5	Week 7
2	Policy Proposal Consideration	30%	1, 2, 3, 4, 5	Week 11
3	End of Trimester Exam	40%	1, 2, 3	Exam Week

5.2 Evidence of Learning Task Detail

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Tools that generate course content or extensively enhance a student's English language capability are not permitted to be used. Web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for outright assessment creation, translation, or extensive language assistance purposes. In addition, Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (Gen-AI) tools in relation to formative <u>and</u> summative assessment tasks (including how to cite Gen-AI tools, if relevant). It should be noted that Turnitin provides teaching staff with a Gen-AI percentage indicator as well as an Originality Report which detects plagiarism.

1. Evidence of Learning Task 1: S c e n a r i o B a s e d P r o b l e m s (30%)
  Task Type: Scenario Based Problem
  Due Date: Week 7
  Weight: 30%, Marked out of: 30
  Length: 1400-1600 words maximum

Task Description: For this assessment item you are required to respond to five criminology and criminal justice problems with short essay answers (350 - 400 words each). Each response will take the provided problem and apply the given theoretical framework for explaining the occurrence of that problem and recommendations for solutions, drawn from the course content and available empirical evidence. Each question has a limit of between 350 and 400 words. You may not write less than 350 words, or more than 400 words for each question. The cover page and reference list are not included in the word limits; however, in-text citations do count toward the word limit per question.

Each of the five questions/scenarios will include a crime/justice problem and the theoretical framework to be used in addressing that problem.

Each question will be marked out of 6 totalling 30 marks (30% of overall grade). While traditional essay structures are not expected for each question/response (e.g. an introductory paragraph), you must still use topical, transition, and summary statements to orient the reader. The assessment must be submitted as one document; this document will include the cover page, the essay, and a list of cited references. Students must use the template for this assessment (available on the course site). Each response should adhere to APA (American Psychological Association) 7 style, particularly in relation to the format of your citations and references.

2. Evidence of Learning: Task 2: Policy Proposal Consideration (30%)
  Task Type: Written Assessment
  Due Date: Week 11
  Weight: 30%, Marked out of: 30
  Length: 2000 words maximuim

Task Description: For this assessment item you will respond to one of three policy proposals and answer the three questions given.

The assessment must be submitted as one document and include the cover page.

Submission: This assessment must be submitted through Turnitin.

3: Evidence of Learning Task 3: End Of Trimester Exam (40%)

Task Type: On Campus Examination
Due Date: Exam Week
Weight: 40%
Task Description: This will be an on-campus exam and students will need to attend on the scheduled day.

  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 Sittings, 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.