



1. General Course Information

1.1 Course Details

Course Code:	1013CCJ
Course Name:	Introduction to Criminology and Criminal Justice
Trimester:	Trimester 1, 2025
Program:	Diploma of Criminology and Criminal Justice
Credit Points:	10
Course Coordinator:	Sheena Fleming
Document modified:	6 th February 2025

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 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:

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.

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].

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	<p>Introduction: What is crime and criminal justice?</p> <p>Your reading this week is the following Chapters from the course custom book:</p> <p>Chapters 22: The criminal justice system (pp. 502 - 517); and</p> <p>Chapter 3: The media and crime (pp. 42 - 57)</p>	Media Article Analysis	Reflection Activity		1, 3, 4
2	<p>How is crime defined and measured? And why does it matter?</p> <p>Your reading this week is the following Chapters from the course custom book:</p> <p>Chapter 1: Defining Crime (pp. 1 - 20)</p> <p>Chapter 2: Measuring Crime (pp. 21 - 41)</p>	Anzsoc Quiz	Reflection activity Revision Activity		2, 3, 5

3	<p>How common is crime? Who are the perpetrators? Who are the victims?</p> <p>Your reading this week is the following Chapters from the course custom book:</p> <p>Chapter 4: The nature and prevalence of crime (pp. 58 - 79)</p> <p>Chapter 5: Victim and offender characteristics (pp. 80 - 100)</p>				1, 4, 5
4	<p>Is crime a way to help get what we want?</p> <p>Your reading this week is the following Chapters from the course custom book:</p> <p>Chapter 9: Anomie and strain theories (pp. 169 - 191)</p> <p>Optional readings:</p> <p>Chapter 6: An introduction to criminological theory (pp. 103 - 120)</p> <p>Chapter 7: The Classical School of criminology (pp. 121 - 140)</p> <p>Chapter 8: The Positive School of criminology (pp. 141 - 168)</p>	Modes of adaption activity	<p>Reflection Activity</p> <p>Revision Activity</p>	Online Quiz	
Module 2					
5	<p>Why do some communities have more crime than others?</p> <p>Your reading this week is the following Chapters from the course custom book:</p> <p>Chapter 10: The Chicago School (pp. 192 - 218)</p> <p>Chapter 11: Subcultural theories (pp. 219 - 244)</p>		<p>Chicago School Exercise</p> <p>Reflection Activity</p> <p>Revision Activity</p>		2, 3, 5
6	<p>Does the physical environment affect crime?</p> <p>Your reading this week is the following Chapters from the course custom book:</p> <p>Chapter 12: Rational theories (pp. 245 - 265)</p> <p>Chapter 26: Crime Prevention (Situational prevention, pp. 587 - 590)</p>	Situational crime prevention exercise	<p>Reflection Activity</p> <p>Revision Activity</p>		2, 3, 5

7	<p>Why doesn't everyone commit crime?</p> <p>Your reading this week is the following Chapters from the course custom book:</p> <p>Chapter 13: Control theories (pp. 266 - 292)</p>	Techniques of Neutralisation exercise		Policy Proposal Part 1 - Annotated Bibliography	2,3,5
8	<p>How do people learn to be criminals?</p> <p>Your reading this week is the following Chapters from the course custom book:</p> <p>Chapter 14: Differential association theory (pp. 293 - 309)</p> <p>Chapter 15: Social learning theory (pp. 310 - 330)</p>	Professional Car Thief Activity	<p>Reflection activity</p> <p>Revision Activity</p>		2,3,5
Module 3					
9	<p>Are offenders born or made?</p> <p>Your reading this week is the following chapters from the course custom book:</p> <p>Your reading this week is the following Chapters from the course custom book:</p> <p>Chapter 16: Biosocial Theories (pp. 331 - 361)</p>		<p>Reflection activity</p> <p>Revision Activity</p>	Mid trimester Exam	2,3,5
10	<p>Why does offending change over the life course?</p> <p>Your reading this week is the following chapters from the course custom book:</p> <p>Your reading this week is the following Chapters from the course custom book:</p> <p>Chapter 26: Crime prevention (pp. 580 - 587)</p>		<p>Reflection activity</p> <p>Revision Activity</p>		2,3,5
11	<p>Who decides what is criminal and does it matter?</p> <p>Your reading this week is the following chapters from the course custom book:</p> <p>Chapter 18: Conflict theories (pp. 393 - 418)</p> <p>Chapter 19: Gender-based theories (pp. 419 - 442)</p> <p>Chapter 20: Labelling theories (pp. 443 - 468)</p>		Assessment 2: Reflection Questions	Policy Proposal Part 2 - Final	2,3,5

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



5. Evidence of Learning

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Online Quiz	30%	2, 4, 5	Week 4
2	Policy Proposal Part 1 - Annotated Bibliography	10%	1, 2, 3	Week 7
3	Mid trimester Exam	30%	1, 2, 3, 4, 5	Week 9
4	Policy Proposal Part 2 - Final	30%	1,2,3	Week 11

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 and 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: Online Quiz

Task Type: Scenario Based Problem

Due Date: Week 4

Weight: 30%, Marked out of: 30

Task Description: For the first assessment item, students will be required to individually complete an online test on the course Moodle site. The test consists of 30 multiple choice questions, each worth 1 mark. The topical content covered in the test is drawn from Part A of the course, including Week 1 (Introduction to Criminology and Criminal Justice), Week 2 (Definitions and Measurement), and Week 3 (Prevalence).

2. Evidence of Learning Task 3: Policy Proposal Part 1

Task Type: Annotated bibliography

Due Date: Week 7

Weight: 10%

Task Description: For this assessment students will prepare an annotated bibliography from the research in preparation for the completion of Assessment 3 Part 2

3. Evidence of Learning Task 2: Mid Trimester Exam

Task Type: Written Exam

Due Date: Week 9 – IN CLASS

Weight: 30% marked out of 30

Task Description: The following information has been developed to assist you in your preparations for this assessment. You should read this information carefully before attempting to complete the assigned tasks. You are strongly encouraged to attend your Seminars to rehearse the skills required for this assessment. As you work on your assessment, please contact your Course Convenor in the first instance with any questions you may have.

Assessment Overview: For this assessment, students will respond to three prompts, writing about how a specified criminological theory helps to explain a specific crime or justice problem. Students will be provided with three prompts and must provide a short answer response justifying their theory crime application.

4. Evidence of Learning Task 3: Policy Proposal Part 2

Task Type: Proposal

Due Date: Week 11

Weighting: 30%

Task Description: For this project, students are expected to select and analyse one of four proposed public policies, comparing it against the available evidence regarding effective criminal justice practices.

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.