



1. General Course Information

1.1 Course Details

| | |
|----------------------------|---|
| Course Code: | 1103CCJ |
| Course Name: | Law, Crime and Justice |
| Trimester: | Trimester 1, 2025 |
| Program: | Diploma of Criminology & Criminal Justice |
| Credit Points: | 10 CP |
| Course Coordinator: | Dr Linet Muthoni |
| Document modified: | 2 nd January 2025 |

Course Description

This is a core, introductory course in the Criminology and Criminal Justice program. It teaches students about the relationship between law, politics, and the criminal justice system. Students consider diverse issues relating to criminal justice, including principles of liberalism and democracy, indigenous rights and recognition, federal-State relations, elements of criminal responsibility, and sentencing. It explores how laws are made, the influence of politics on law reform, the role of the media, and the protections for human rights. It considers the historical treatment of First Nations peoples in Australia's legal system and the role that law plays in promoting justice and accountability. This provides a foundation for further studies in criminology and criminal justice and for employment in government agencies and related positions.

The course explains key elements of Australia's system of law and government, including the *Constitution*, different conceptions of justice, and the roles and powers of courts and Parliament. It explains how laws are made, how we elect politicians to represent our interests, and how politics can influence law reform. It considers the important role that journalists and media outlets play in holding governments accountable.

A recurring focus of the course is the place of First Nations Peoples under Australian law. The course considers how Australia's legal system emerged out of the history of colonisation. Key topics include indigenous voting rights, the 1967 referendum, the *Mabo* decision and native title, Indigenous sovereignty and the High Court, and proposals to recognize First Nations people through constitutional reform.

The course also considers the role that law plays in the criminal justice system. It explains principles of criminal responsibility, including standards of proof, inchoate liability, self-defence, and provocation. It teaches students key skills in interpreting the law and identifying the elements of criminal offences. It introduces students to the court hierarchy and how judges make decisions about bail and sentencing.

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

Assumed Knowledge

Nil

1.2 Teaching Team

Your teacher/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 |
|----------------------|--|
| Dr Linet Muthoni | linet.muthoni@griffithcollege.edu.au |
| Dr Gregory Stevenson | gregory.stevenson@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 is a core, introductory course in the Criminology and Criminal Justice program. It teaches students about Australia's system of law and government, including the *Constitution*, courts, Parliament, the executive branch of government, and the experience of First Nations peoples. It encourages students to think critically about current issues in law and politics, and to apply core principles underlying Australia's legal system - including justice, liberalism, democracy, and the separation of powers - to case studies of law reform. The course has a strong focus on skill development for both academic and vocational purposes, especially research, writing and critical analysis. After completing this course, students should be able to write clearly and analytically in appropriate academic style while engaging in critical discussion about current issues in law and politics.

2.2 Learning Outcomes

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

1. Understand the treatment of First Nations peoples under Australian law and evaluate proposals for constitutional reform
2. Explain the roles and powers of courts, Parliament, and the executive branch of government
3. Find legislation, case law and parliamentary materials online, and cite them as research sources
4. Critically analyse how politics, political parties and the media influence law reform proposals
5. Identify elements of criminal responsibility and apply the law to fact scenarios
6. Apply key principles underlying Australia's system of government to case studies of law reform



2.3 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities Policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

Hardy, K. (2020). *Law in Australian Society: An introduction to principles and process*. Routledge.

3.2 Recommended Learning Resources

A range of recommended resources are published via MyStudy on the Griffith College Portal. Further information relating to these resources will be provided in class.

3.3 College Support Services and Learning Resources

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 (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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 (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

In addition, **Missed Class** learning material is provided in the course, providing support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (In Class, either in person or on Zoom) perhaps due to illness or other commitments. The Missed Class learning material should also be used in conjunction with Learning Content (Before Class) and Learning Activities (After Class) resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly Learning Content (Before Class) and completing the Learning Activities (After Class). 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. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

| Week | Learning Content (Before Class) | Learning Experiences (In Class) | Learning Activities (After Class) | Evidence of Learning (Assessment) | Learning Outcome |
|---|---|--|---|---|---|
| |  |  |  |  |  |
| Module 1: Systems of Law and Government in Australia | | | | | |
| 1 | Law, Justice, and Australia's First Nations People | Connection to land and country Terra Nullius and Colonisation Sovereignty Over – imprisonment Justice in theory and practice Law and Society Justice | Catalogue of Concepts; Moodle activity | | 1, 4, 6 |
| 2 | Founding Principles | The Constitution and Federation Federalism Separation of Powers Liberalism Democracy | Catalogue of Concepts; Moodle activity | | 1,2, 3, 6 |
| 3 | Australian Law and Government | How laws are enacted Executive government Parliamentary process The role and powers of the High Court Referencing Skills | Catalogue of Concepts; Moodle activity | | 2,3,4,6 |
| 4 | Politics and the Media | Political parties Advocacy and law reform Political donations Media and the "Fourth Estate" Freedom of the press | Catalogue of Concepts; Moodle Activity | | 2,3,4,6 |
| 5 | Human Rights | What are human rights? International law and treaties Express and implied rights Judicial review International comparison | Moodle Activity | | 1,4,6 |
| 6 | First Nations Peoples and the Law | <i>Mabo</i> and Native Title Voting rights Sovereignty and the High Court Constitutional recognition Voice to Parliament | Moodle Activity | Online Quiz | 1,2,3,4 |
| Module 2: The Criminal Justice System | | | | | |

| | | | | | |
|---|--|---|--|--------------------------|--------------|
| 7 | Criminal Offences | Types of Criminal offences Elements of criminal offences Mens rea and actus reus Conspiracy and attempt Interpreting and applying the criminal | Moodle Activity | | 1,3,4,6 |
| 8 | Defences | Self- defence Provocation Insanity Diminished responsibility Intoxication | Worksheet; reflective journal; Moodle Activity | | 2,3,5 |
| 9 | The Criminal Justice System | Court Hierarchy Criminal law process Discretion Due process Aggravating and mitigating factors | Moodle Activity | | 2,3,4,5,6 |
| Module 3: Government and Justice for Australia | | | | | |
| 10 | Case Study: The Criminalisation of Illicit Drugs | Law Reform Exercise 1 | Worksheet; reflective journal; Moodle Activity | Law Application Exercise | 1,3,5 |
| 11 | Case study: Counter-terrorism | Counter-terrorism laws. What is terrorism? Preparatory offences and proscribed organisations Sentencing terrorism offenders Radicalisation and countering violent extremism Counter-Terrorism and Human Rights | Moodle Activity | | 2,3,4,5,6 |
| Module 4: Course Review | | | | | |
| 12 | Course Review and Reflection | What have you learned? Revision and reflection Personal experience and goals Being an active, responsible citizen Exam preparation | Review activity | | 1,2,3,4,5, 6 |
| Exam Week | | | | Law Reform White Paper | |



5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

| | Evidence of Learning (Assessment) | Weighting | Learning Outcome | Due Date |
|----|-----------------------------------|-----------|------------------|---|
| | | | | |
| 1 | Online Quiz | 30% | 1,2,3, 4, 6 | One Week to Complete (due Midnight Friday Week 6) |
| 2 | Law Application Exercise | 30% | 2,4,5,6 | Midnight Friday Week 10 |
| 3. | Law Reform White Paper Draft | 10% | 1,2,3,4,6 | Midnight Friday Week 7 |
| 3 | Law Reform White Paper | 30% | 1,2,3,4,6 | 9am Tuesday after Week 12 |

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 (30%)

Task Type: Online Test
Due Date: 11.59 pm, Friday Week 6
Weight: 30%, Marked out of: 30 Marks
Duration: 60 minutes

Task Description:

Students will be required to complete an online quiz during the week leading up to the due date. The test will consist of a series of questions, requiring students to use a variety of response methods, including drag and drop, true/false and selected choice. More information about the test will be provided early in the trimester.

Criteria and Marking: The test is designed to assess basic course knowledge from Module One of the course (Week 1 to Week 5).

Submission: Online Moodle Test

2. Evidence of Learning Task 2: Law Application Exercise (30%)

Task Type: Test/Quiz
Due Date: 11.59 pm, Friday Week 10
Weight: 30%, Marked out of: 30

Task Description:

This exercise consists of short-answer questions that test students' ability to interpret the law, identify the elements of criminal offences and defences, understand judicial decision-making, and interpret fact scenarios. The questions require students to read and interpret sections of legislation and apply them to hypothetical fact scenarios relating to the criminal law. These skills will be taught throughout the course and will be a focus throughout Module Two.

The assessment questions will be available 3 weeks before the due date.

Criteria and Marking:

Students are assessed on their ability to identify elements of criminal responsibility and apply the law to fact scenarios

Submission: Moodle online

3. Evidence of Learning Task 3: Law Reform White Paper (Essay) (40%)

Task Type: Assignment – Written Assignment
Due Date: 9am Tuesday, Exam Week
Weight: 40%, Marked out of: 40
Length: 1500-2000 Words

Task Description:

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

- The Criminalisation of Illicit Drugs
- Counter-terrorism investigations in Australia; or
- First Nations Peoples law and justice

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

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

Criteria and Marking: Students are assessed on:

1. Submission of assessment draft. Draft submission should include selected topic and an outline of points to be discussed in each section. The draft submission is worth 10%.
2. Demonstration of knowledge of relevant government processes and institutions.
3. Quality of research and critical analysis.
4. Appropriateness of writing style and referencing skills.

A detailed criteria sheet will be available on the Student Portal.

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

5.2 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 calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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.

5.3 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.

Copyright © - Griffith College

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