

CAMOSUN COLLEGE
School of Arts & Science
Criminal Justice

CRIM 288 - Critical Issues in Criminal Justice
Fall 2004

COURSE OUTLINE

The Approved Course Description is available on the web @Camosun.bc.ca

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records.

1. Instructor Information

- (a) Instructor: Michael Young
- (b) Office hours: TBA & by appointment
- (c) Location: Young 210B
- (d) Phone: 370-3335
- (e) E-mail: young@camosun.bc.ca
- (f) Website: <http://www.camosun.bc.ca/schools/artsci/crim/index.html>

2. Intended Learning Outcomes

At the conclusion of this course each student will be able to:

1. Research, analyze and present, using appropriate educational techniques, an issue of concern in the criminal justice field.
2. Critically assess the role of the media as news reporters and/or newsmakers in relation to criminal justice.
3. Analyze and critically assess contemporary issues in criminal justice.
4. Analyze and discuss the inter-relationships between various criminal justice issues.

3. Required Materials

- (a) Texts

A CRIM 288 course pack entitled *Required Readings* is available for purchase from the Bookstore.

- (b) Other

Criminal Justice Writing Reference Manual

4. Course Content and Schedule

This course is divided into two sections: instructor facilitated lecture/seminars and student directed presentations.

Section One

The first part of the course involves presentations by the instructor on the following topics:

- Thinking Critically
- Crime Myths: The Construction of Danger and Moral Panics
- Analysis of Murder
- Corruption in the Criminal Justice System
- Prostitution
- Illicit Drugs and Crime: to Legalize or not?
- Corporate Crime: Bad Business in North America
- Community Notification of Sex Offenders: A debate
- Wrongly Convicted
- Ethics and Criminal Justice
- How to do an Oral Presentation

Section Two

The primary responsibility for the second part of the course rests with students in the form of oral presentations to the class. Working with 3 - 4 partners, students will choose a topic from a list, provided by the instructor, of current and critical issues in criminal justice. Oral presentations, approximately 40 minutes in length, will be completed on an assigned date. After presenting the assigned topic, each group will facilitate a class discussion and question period. Class participants are responsible for raising relevant questions and each group is responsible for answering the questions of their colleagues.

This part of the course provides students with an opportunity to closely explore the source, manifestation, and potential solution of current and critical criminal justice issues that are of personal interest. The success of this part of the course is largely determined by the effort and energy put into the presentations, as well as the active and informed participation of ALL students during discussion and question periods.

5. Basis of Student Assessment (Weighting)

COURSE ASSIGNMENTS

- 1. Media Analysis Report** (total value: 20%)
due date: **October 4, 2004**

This assignment requires each student to write a 4-6-page report and analysis on the media coverage of a contemporary criminal justice issue of their choice. This assignment encourages students to use critical and analytical thinking skills while examining the role of the media in portraying criminal justice events. Questions we might ask about the media coverage of criminal justice events include: Are the media making or reporting news? Are media reports factual and informative, or biased and misleading? What is the potential impact of media attention on events and case outcome? Guidelines and evaluation criteria for this assignment will be distributed in class.

- 2. Oral Presentation** (total value: 20%)
due date: **various**

Working with 3 - 4 partners, students will select a topic from the Presentation Topic List attached to this course outline. Each team will be responsible for a 40 minute (at minimum)

oral presentation of their topic to the class. Topics, partners, and presentation dates will be assigned during the first two meetings of the class. Part of a class lesson will be dedicated to oral presentation skills. Because this assignment is considered a major part of the course, each team (or group) is required to arrange a meeting with the instructor the Thursday one week before their presentation, immediately after class, to discuss their presentation outline. Guidelines explaining the format and evaluation criteria for this assignment will be distributed in class. All group members share the final mark achieved on the actual presentation of the issue.

3. Individual Oral Presentation Skills (total value: 5%)

Each presenter will be individually assessed on his or her presentation skills. This is to provide specific feedback to each presenter on their ability to communicate their topic to the class, orally.

4. Oral Presentation Outline (total value: 10%)

Each group is required to submit an outline of their presentation indicating the main points and the sequence of the information to be presented, the responsibilities of each presenter, the support and or audio-visual materials being used and a complete bibliographic list of resources. This will be submitted to the instructor during the meeting one week prior to the group's presentation date. Only one outline per presentation group needs to be submitted and the group shares the final mark.

5. Attendance (total value: 5%)

Throughout the term, each student is required to sign a weekly attendance sheet during class. Failure to sign will result in the automatic loss of ONE of 5 marks for each day missed. In the second part of the course, students will be called upon to assist in the evaluation of student oral presentations. The instructor prior to each class will select student evaluators on a random basis. The names of those selected will be read at the beginning of class and, if the student is not present, 3 of 5 marks will be forfeited. Perfect attendance in class can result in the full five marks.

6. Participation in Group Work (total value: 10%)

The class will be divided into discussion groups of 5 students each. Each week one student will serve as Facilitator and another as Recorder/Reporter. Each student is required to contribute to the discussion of course materials, with the Facilitator taking responsibility for keeping the discussion moving and on topic and making sure participants have equal time, while the Recorder/Reporter records the discussion and reports it back to the class. Each week, these roles will rotate so that each student has an opportunity to facilitate, record, report and contribute fully to discussions. A handout describing these roles in depth will be distributed separately.

The instructor will re-assign group members at least once, so that you have the opportunity to work with a variety of classmates. During the last 4 weeks of classes, you will work with the group with which you will be doing your oral presentation.

At the dissolution of each group, every member will submit a brief evaluation of each group member to help determine a mark out of 5 for each group member. At the end of the course the average of these peer evaluations on participation will contribute to your total participation mark out of 10. The other 5 will be an average of my evaluation of your class participation and your personal evaluation of contributions to the class.

7. Quizzes (total value: 30%)

There will be two quizzes during the semester, each valued at 15%. The quizzes will be based on the readings and the class presentations and will consist of short essay questions. The first hour of class will be designated for the purpose of completing the quizzes on:

6. Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	
B+ = 80 - 84%	C = 60 - 64%	

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html

INSTRUCTIONAL POLICIES

1. Late Penalty

Oral assignments must be completed on the date assigned. All late written assignments must be completed and submitted on the date assigned. All late written work will be penalized by **20%** per day unless an extension is legitimately warranted and approved by the course instructor *in advance* of the assignment due date.

2. Written Assignment Requirements

- a. All assignments must be handed to the instructor at the beginning of class. All assignments must be turned in to the instructor personally; assignments put under the door, in the mail, or otherwise submitted will not be accepted. If the submission of a paper is problematic, see the course instructor in advance of the submission date.
- b. Written assignments for this course must be typewritten, double-spaced and meet the basic requirements as set out in the Criminal Justice Handbook on writing.

3. Plagiarism, Cheating and Academic Dishonesty

Plagiarism, the use of another's ideas or words without acknowledging the original author is a serious form of academic dishonesty. My general rule is that 5 or more consecutive words

taken from a printed or electronic source needs to be enclosed in quotations. Paraphrased ideas or passages should also be acknowledged by referencing the author in a parenthetical citation. The CJ Writing Reference Manual gives instruction on how to properly reference your sources. If you are unclear about how to do this properly come to see me as soon as possible.

If plagiarism or cheating/academic dishonesty can be documented by the course instructor, the penalty will be an automatic “zero” on the assignment in question.

4. **Course Withdrawal**

The last day to withdraw from this and other Fall term courses without receiving a failing grade is November 9, 2004.

5. **Course Completion Requirements**

Students must complete **all** evaluative requirements (Media Analysis, Oral Presentation, Presentation Outline and Quizzes) to receive a passing grade for this course. Unless granted prior written course instructor approval, a student who fails to complete any one of the evaluative requirements will automatically receive a fail (F) grade.

6. **Mark/Grade Challenges and Appeals**

A student seeking to question a mark assigned by the instructor on any course evaluation component, must clearly articulate in writing the specific element of the assignment being questioned and provide written reasons or arguments supporting a change in the mark. The College Appeals process is outlined on pages 41-46 of the 04/05 College Calendar.

7. **Student Responsibility**

It is each student's responsibility to familiarize her/himself with course, program, and College policies. Students experiencing difficulties during the term are encouraged to talk to the course instructor at the earliest opportunity.

CLASS RULES

The most fundamental principle for participation in this class is RESPECT.

The following applies to our class discussions:

1. Active participation during discussion periods is encouraged, but students are reminded not to take more than their fair share of class time to ask questions, present a point of view, or debate a particular point made.
2. Responses, questions and comments should be couched in respectful language, should be free of intense emotions, and should not be critical of the presenter or otherwise personalized. Identify and criticize a statement, point of view, belief, opinion, or behaviour by clearly stating what you object to or disagree with. The focus of your statement being on the issue and not on the presenter
3. Speak respectfully to and about groups whether or not they are present in class. For example, casual remarks that stereotype a group may be hurtful and damage the class atmosphere. Remarks that are racist, sexist, homophobic, or that otherwise exemplify prejudice against any specific group or individual are inappropriate and will be challenged.
4. If speaking out in class is difficult for you, please see me to discuss alternative methods of participation.
5. Once a student or guest presentation has begun, the door will be closed. Students are expected to arrive to class on time and remain for the duration of the class. Students who

arrive late and find the door closed, are expected to wait until the break to join the class so as not to disrupt the presentation.

- Please come to class prepared. Read the assigned readings prior to coming to class. This will make the discussions much more meaningful and your contributions will be informed by the knowledge gained from the readings.

CRIM 288 - CLASS SCHEDULE

Date	CRIM 288 - CLASS SCHEDULE	READINGS
Sept. 13	Introduction to Course "Thinking Critically"	Critical Thinking Skills
Sept. 13	Crime Myths/Moral Panics	#1, 2
Sept. 20	Analysis of Murder	#3, 4, 5
Sept. 27	Corruption in the Criminal Justice System Video: TBA	#6, 7, 8
Oct. 4	Prostitution	#9, 10
Oct. 11	Quiz 1 Illicit Drugs & Crime: To Legalize or Not Video: Through a Blue Lens	#11, 12, 13, 14
Oct. 18	Corporate Crime: Bad business in North America	#15, 16
Oct. 25	Community Notification of Sex Offenders: A debate Video: The Sex Offender Next Door	#17, 18, 19
Nov. 1	Wrongly Convicted Video: Rough Justice	#20
Nov. 8	Ethics & Criminal Justice Professionals	#21
Nov. 15	Quiz 2 How to do an Oral Presentation	
Nov. 22	Presentations	
Nov. 29	Presentations	
Dec. 6	Presentations	

CRITICAL ISSUES IN CRIMINAL JUSTICE PRESENTATION TOPICS

Aboriginal Self-Government & Policing	Pornography
Computer Crime	Prediction of Violence
Crimes in the Workplace	Privatization of Prisons
Dangerous Offenders	Prostitution
Diversion Programs	Racism and the Criminal Justice System
DNA Registry and DNA evidence	Sentencing - Inadequate? Too lenient?
Environmental Crime	Substance Abuse Treatment and Facilities
Eyewitness Testimony (credibility/reliability)	Technology and Criminal Justice
Family use of Corporal Punishment	Use of Polygraph Evidence
Gang Delinquency in Canada	Use of Internet and Chatrooms to seduce young people
Gun Control	Victim-Offender Relationships
International Crime/Courts	Victim-Offender Reconciliation
Learning Disabilities and Crime	Victim Rights
Legal Aid in Canada	Violence against Children
Organized Crime	Violence against Women
Plea Bargaining/Negotiations	Violence against Gay Persons
Police Abuse of Force/Power	White Collar Crime
Political Corruption/Crime	Youth Criminal Justice Act and Reform
Terrorism	
