



## COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/crim.html>

Ω *Please note: the College electronically stores this outline for five (5) years only. It is **strongly recommended** you keep a copy of this outline with your academic records. You will need this outline for any future application/s for transfer credit/s to other colleges/universities.*

### 1. Instructor Information

(a)	Instructor:	KELLI MOORHOUSE		
(b)	Office Hours:			
(c)	Location:	YOUNG 210B		
(d)	Phone:	370-3335	Alternative Phone:	
(e)	Email:	Moorhouse@camosun.bc.ca		
(f)	Website:			

### 2. Intended Learning Outcomes

*(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)*

Upon completion of this course the student will be able to:

1. Outline the legislative basis, structure and functions of the various components of the Canadian criminal justice system.
2. Identify how each component of the criminal justice system interrelates with other components and with the larger society within which it operates.
3. Track the process of an accused person through the critical decision-making points of the Canadian criminal justice system.
4. Identify and critically discuss contemporary issues affecting the structure and operations of the Canadian criminal justice (e.g. youth justice, female offenders and Aboriginal justice).

### 3. Required Materials

Griffiths, C.T. (2010). Canadian Criminal Justice. A Primer. 4<sup>th</sup> edition. Thomson Nelson.

Recommended:

Writing Reference Manual for CJ  
Canadian Criminal Code

Access to Internet –Course is D2L enhanced;

### 4. Course Content and Schedule

*(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)*

## COURSE SCHEDULE

September 6 <sup>th</sup> Tuesday	Let's Get Started!
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Our First Class:

- How does the Criminal justice system address the “needs” of victims, our communities, and offenders?
- Syllabus, expectations and norms, learning community

How to Prepare for Class Discussion:

- The Role and Responsibilities of Governments in Criminal Justice (pp. 5-11)
- The Flow of Cases through the CJS / the Crime Funnel (pp. 11-14)
- The Foundations of the Legal System (pp. 14-23)
- Models of Criminal Justice Administration (pp. 23-25)
- The Emergence of Restorative Justice (pp. 26-30)
- Is the Criminal Justice System a “system”? (pp. 30-32)

How to Prepare for Class Discussion:

- Addressing the High Cost of Crime and CJ (p. 37)
- Ensuring “justice” in a multicultural society (pp. 37-38)
- Responding to Organized Crime and Terrorist Threats (p. 39)
- Meeting the needs of Special Groups of Offenders (p. 39)
- Adapting the Administration of Justice to the task environments (p. 40)
- Addressing Public Perceptions of crime and the CJS (pp. 40-42)
- Increasing Community Involvement ... (pp. 42-45)
- Developing Effective CJ Policy and Programs (pp. 45-46)
- Gathering accurate information on Crime rates/patterns (pp. 46-47)
- Addressing Issues in First Nations/Inuit Communities (pp. 47-49)
- Providing effective Programs for Victims of Crime (pp. 49-51)
- Providing Financial Compensation for Crime Victims (pp. 52-55)

Your First Discussion Post:

Based on the reading (pp. 42 to 44), write a 300 to 350 word reflection that addresses your opinion of the consequences of community overdependence on the Criminal Justice System and the “vicious cycle” of unmet community expectations of the Criminal Justice System. Reminder: Review the Critical Thinking guidelines as you prepare your response.

How to Prepare for Class:

- Choose a partner and begin to think about a crime scene
- Review the Synthesis assignment on the D2L
- Bring a Criminal Code of Canada to class

How to Prepare for Class Discussion:

- A Brief History of Policing (pp. 61-62)
- Defining Police Work (pp. 62-63)
- The Structure of Policing (pp. 68-80)

How to Prepare for Class Discussion:

- Police Work in a Democratic Society (pp. 63-68)
- Police Occupation (pp. 81-82)

September 27 <sup>nd</sup>	Tuesday	When Things Go Wrong...
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How to Prepare for Class Discussion:

- Structures of Police Governance (pp. 82-84)
- Wrongdoing in Police Work (p. 84)
- Police Accountability (pp. 84-89)

September 29 <sup>nd</sup>	Thursday	Policing Our Communities...
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Preparation for Class:

- The Evolution of Police Practice (pp. 123-124)
- Community Policing (pp. 124-141)

Connections to Synthesis: Task Environments

October 4 <sup>th</sup>	Tuesday	What you need to know about police powers...
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How to Prepare for Class Discussion (and your synthesis):

- Police Powers:
  - Charter Rights (pp. 93-94)
  - Detain and Arrest (pp. 95-98)
  - Search and Seizure (pp. 98-102)
  - Entrapment (pp. 102-104)
  - Use of Force (pp. 104-111)

October 6 <sup>th</sup>	Thursday	Working on your Synthesis
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How to Prepare for Class Discussion (and your synthesis):

- Review material from last class on police powers
- Measuring the Effectiveness of Police Strategies (pp. 142-145)
- Police Discretion and Decision Making (pp. 111-113)

October 11 <sup>th</sup>	Tuesday	Police / Aboriginal Relations
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How to Prepare for Class Discussion (and your synthesis):

- Reflect on your Offender's profile for your synthesis in consideration of today's topic
- The Police and Visible / Cultural Minorities (pp. 113-117)

Your Second Discussion Post: (Choose one of the two options)

Consider the case of racial profiling presented in Box 4.8 (page 115). From the information provided, assess the decision of the court in the Kirk Johnson case. Write a 300 to 350 word critical reflection on your position about the decisions of the Nova Scotia Human Rights Commission. Reminder: Review the Critical thinking guidelines to help you with your response.

OR

Examine the practice of “starlight tours” as presented in Box 4.9 (p. 116 and 117). If you have time there is a National Film Board video “Two Worlds Colliding” available from the Camosun College library that addresses this specific issue in Saskatoon. What three suggestions would you make to ensure that this type of practice and more generally that of racial profiling does not occur in a police department? Use your course materials and other knowledge, as well as the critical thinking guidelines to help you develop an appropriate substantiated response.

October 13 <sup>th</sup>	Thursday	Courts .....
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How to Prepare for Class Discussion:

- The Provincial Court System (pp. 152-153)
- Federal Courts (p. 153)
- Where do Judges Come from? (pp. 153-154)
- Specialized Provincial Courts (pp. 154-161)

Research assignment: Find out what you can about any ONE of the specific specialized courts found in one specific Canadian city. Bring to class (typed) what you have learned about when it started, who it serves, how it started, and any successes. Also indicate your source (APA style).

October 18 <sup>th</sup>	Tuesday	Pre-Trial Activities
October 20 <sup>th</sup>	Thursday	

How to Prepare for Class Discussion (and your synthesis):

- Pre-Trial Activities (see figure 7.1 on p. 180):
  - Laying an Information and Laying a Charge (pp. 178-179)
  - Compelling the appearance of the accused
    - Appearance notice (p. 179)
    - Summons (p. 179-180)
    - Arrest (pp. 180-181)
    - Pre trial release by the police (p. 181)
    - Judicial Interim Release / pre-trial remand (pp. 181-184)
- First Appearance or Arraignment / plea (p. 188)
- Plea Bargaining (pp. 188-191)
- Mode of Trial (pp. 164-168)

October 25 <sup>th</sup>	Tuesday	MID TERM EXAMINATION
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**This examination will address your understanding of the legislative basis, structure, and functions of the various components making up the Canadian criminal justice system.**

October 27 <sup>th</sup>	Thursday	Visit to Court
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Instructions:

We will be meeting at the Court House, downtown on Burdett Street. Our session will begin at 1 pm (tentative). Bring paper and a pen. Bring money for the parking meters so you can stay until 2:30 or 3:00! Think of a specific question you would like a judge to answer that conveys you have been thinking about the course material!

Your Third Discussion Post:

**This posting is based on your observations from our court visit today. There are two parts to your post; 1) provide a summary (100 to 200 words) of what you attended and 2) provide a one to two paragraph summary on your observations (100 to 200 words) about the atmosphere, pace, players, etc.**

For Part I: include the charge(s) or offence(s) – Criminal Code sections if possible; the level of court in which the case is being heard; the identity of the accused(s), Crown Prosecutor, Defense lawyer; the nature of the offence (brief description); the nature of the proceedings; the outcome (sentence, judicial reason for sentence).

Use a heading to indicate your “summary of what was attended” and then use a second heading “summary of observations”.

November 1 <sup>st</sup>	Tuesday	Trial...
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How to Prepare for Class Discussion (and your synthesis):

- Preliminary Inquiry (p. 167)
- The Trial (pp. 191-199)
- Appeal (p. 199)

Part I of the Synthesis is due today:

Review the submission instructions for this assignment.

November 3 <sup>rd</sup>	Thursday	Conversations ...
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How to Prepare for Class Discussion:

- Access to Legal Aid (pp. 185-186)
- Fitness to Stand Trial (pp. 186-188)
- Delay and Backlog (pp. 171-172)
- Crime Victims and the Court Process (p. 200-201)
- Restorative Justice Approaches (pp. 201-204)
- Wrongful Convictions (pp. 204-206)

Your Fourth Discussion Post: (Choose one of the two options)

Consider the cases of wrongful conviction (box 7.4) pp. 205 to 206. What two suggestions do you have about how the Criminal Justice System can reduce the likelihood that a miscarriage of justice will occur? Write a 200 to 300 word critical reflection.

**OR**

Imagine that juries do not exist; no one has ever heard of, or contemplated creating a mechanism by which citizens from the community can be involved in the criminal court process and make decisions as the guilt or innocence of accused persons. Would you support the idea of a jury? What concerns do you think would be raised by criminal justice professionals (think about specific players) about the idea of having a jury in the courtroom? What would these responses tell us about the CJS? Write a 300 to 350 word critical reflection.

November 8 <sup>th</sup>	Tuesday	Sentencing Your Offender
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How to Prepare for Class Discussion (and your synthesis):

- Purpose and Principles of Sentencing (pp. 213-215)
- Sentencing Options (pp. 215-219)
- Concurrent and consecutive (p. 219)
- Judicial Determination (p. 219)
- Judicial Restraint Order (p. 219)

November 10 <sup>th</sup> Thursday
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How do Judges Decide?
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How to Prepare for Class Discussion (and your synthesis):

- How do Judges Decide? (pp. 220-228)
  - Statutory guidance (S. 718 CCC) (p. 223-224)
  - Maximums and minimums (p. 224-225)
  - Appellate decisions / legal precedents (p. 225)
  - Aggravating and mitigating factors (p. 225-226)
  - Pre-sentence report (pp. 227-228)
  - Gladue Reports (pp. pp. 226-227)

November 15 <sup>th</sup> Tuesday
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A Place for Restorative Justice?
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How to Prepare for Class Discussion:

- Sentencing and Crime Victims (pp. 229-231)
- Sentencing and Restorative Justice (pp. 232-235)
- Measuring Effectiveness of Sentencing Options (pp. 235-237)

November 17 <sup>th</sup> Thursday
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Held Accountable in the Community ...
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How to Prepare for Class Discussion (and your synthesis):

- Diversion (pp. 243-246)
- Probation (pp. 246-252)
- Intermediate Sanctions (pp. 253-254)
- Conditional Sentences (pp. 254-256)
- Electronic Monitoring (pp. 256-259)

November 22 <sup>nd</sup> Tuesday
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Corrections ...
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How to Prepare for Class Discussion (and your synthesis):

- Structure (pp. 265-272)
- Life Inside Prison (pp. 272-273)
- Doing Time (pp. 279-283)
- Assessing Inmate Risk / Needs (pp. 283-285)

Part II of Synthesis due today

November 24 <sup>th</sup>	Thursday	What are we doing on the inside?
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How to Prepare for Class Discussion (and your synthesis):

- Treatment Programs (pp. 285-295)
- Managing Correctional Institutions (pp. 273-276)
- How effective is Incarceration? (pp. 296-297)

November 29 <sup>th</sup>	Tuesday	Release and Re-entry...
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How to Prepare for Class Discussion (and your synthesis):

- Parole Process (pp. 305-306) / Parole Flow Chart (p. 308)
- Conditional Release (306-309)
- Release Options for Provincial / Territorial Inmates (pp. 309-311)
- Release Options for Federal Inmates (pp. 311-317)

December 1 <sup>st</sup>	Thursday	Release and Re-entry...
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How to Prepare for Class Discussion (and your synthesis):

- Parole Board Decision Making (pp. 319-324)
- Reintegration Process (pp. 324-329)
- Parole Supervision (pp. 330-336)

December 6 <sup>th</sup>	Tuesday	Release and Re-entry...
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How to prepare for Class Discussion:

- Special Categories of Offenders (pp. 317-319)
- Victims and Conditional release (p. 319)
- Recidivism among Parolees (pp. 337-340)

Part III of Synthesis due today

December 9 <sup>th</sup>	Thursday	Release and Re-entry...
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How to prepare for class discussion:

- Does Parole Work? (p. 340)
- Revisiting Accountability (pp. 340-345)

December Final Exam Week	Final Course Exam
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## 5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

- (a) Assignments (Synthesis) – 40%
- (b) Assignments (D2L Discussion Posts) – 20%
- (c) Exams – 40%

### ASSIGNMENT OVERVIEW

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**Readings:** Each week and most classes you are assigned readings from the textbook. The assigned reading should be completed before coming to class so that you can actively participate in the discussions both in class and online.

**Discussion Posts:** Discussion posting should be original, intelligible, and show familiarity with the assigned readings, including examples where applicable. Where your beliefs or opinion are asked, you must communicate effectively, demonstrate your understanding of the reading in your post and support your opinion factually. Posts must be grammatically correct. Foul and obscene language will not be permitted. Personal attacks and derogatory comments are not acceptable. Such posts will be deleted and no grade will be given.

You are also required to read and respond to your classmates' postings. A minimum of two response postings is required, but more is strongly encouraged.

**Guidelines:** In the subject heading enter a "title" that relates to the question. Do not attach a word document so this means if you create your response in a word document then cut and paste it into the content area of your post. All postings and responses are due by midnight; no exceptions. All initial postings will NOT appear until the date and time they are due – I will release them to you at this time.

**Exams:** The midterm and final exams contain 30 to 40 multiple choice/true false questions worth 1 point each, and 2 critical thinking questions. The objective questions will address the learning outcome "communicate your understanding of the legislative basis, structure, and functions of the various components making up the Canadian criminal justice system"; the subjective questions will address the learning outcome "identify and critically discuss contemporary issues facing our criminal justice system."

**Synthesis:** The purpose of this assignment is to demonstrate the knowledge you are acquiring about how the CJS operates by guiding an "offender" through the criminal justice process from the time of arrest to their release from the correctional system.

Working in pairs, the synthesis requires that you "walk" the offender through the criminal justice proceedings, documenting and describing in detail, the various applicable procedures, options, and decisions made along the way. (i.e. Arrest, release, formal charge, court appearances, plea, trial, sentencing, incarceration, post-incarceration release, etc.).

Assumptions for this synthesis: all offenders are adults; all will be tried in adult court; all accused will go to trial; all will be found guilty; all sentences will include a period of incarceration of at least 2 years; all offenders will appear before a Parole Board and will be granted conditional release; the offence is NOT first or second degree murder.

You may use a fictional offender or you may use one of the examples provided. See the online course link "content" for scenario starting examples.

**Submission:** the synthesis will be submitted in three parts however it will be graded only when all three parts have been submitted. No hard copy is to be brought to class for submission and instead you will use the online "dropbox" in our course. Note the due dates and times.

Part I of Synthesis will include: a description of the criminal event and the offender; pre-trial activities and procedures; the police investigation (arrest of the suspect with/without a warrant; the type of offence is identified and the corresponding section of the CCC is named; the offender is read rights, fingerprinted, photos taken, etc); laying of information; election of trial method; release from custody and/or bail hearing; the release document or form used is identified; first appearance in court, arraignment; plea bargaining; preliminary hearing.

The grading rubric is provided to you online via the course link "content". This form is used to grade your synthesis. I would strongly recommend that you use this to guide you.

Part II of the Synthesis will include: Trial Court - jurisdiction; judge and jury selection and roles; opening statements, presentation of evidence, order of presentations, cross examination, closing arguments, instruction to jury, mens rea and actus reus, verdict, crime convicted of; Sentencing - mitigating and aggravating factors, sentencing principle and purpose, crown and defense submissions, pre-sentence report, victim impact statement, sentence; appeal.



Part III of the Synthesis will include: Incarceration - classification, correctional plan, security, programming; Conditional release - release plan, NPB hearing, TA, DP, FP, SR, Supervision, Warrant Expiry Date.

**Format:** typed, 1.5-line spacing, 1-inch margins, & 12 font Arial or Times Roman. Provide a cover page (follow the CJ Writing Reference Manual). Provide an introduction at the start of each submission to overview what will be covered in that Part. Use a 'report' format and include headings that highlight the various steps along the way to bringing your offender to justice. Headings will make it easier to follow the transitions you are making between components and procedures. Include a table of contents. No need for references and no need for a table of contents.

## 6. Grading System

*(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)*

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 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, at Student Services, or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

### ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

### OUR CLASSROOM AS A "COMMUNITY OF LEARNERS; A COMMUNITY OF INQUIRY"

We each have our own agendas of what we want to learn and how we want to learn it. What do you need and want to know? For what purpose? How does this course matter with respect to your career aspirations? What can we learn from each other? What can we teach each other? What is critical thinking? What if we don't think critically?

In this course you are inquiring about the Criminal Justice System. There is much to think about. There is much to understand about discretion and decision making by the various practitioners who intersect in the lives of those who have been "caught and processed".

Come to class prepared to share, to reflect, to teach, to ask, and to think. I am a learner as well as the overall facilitator of how we begin to engage with the course material. I want you to make sense of this material in light of what the work you plan to do.

The format for most classes is small group discussion, debate and presentations. Some classes will be "teaching" focused where I will clarify and articulate specific processes and decision making options. Supplements to enhance our learning will include videos and a visit to our local court house.

### SCHEDULE OF DUE DATES

WEEK	ASSIGNMENT	DUE
1		
2	Discussion Post #1	Tuesday, Sept. 13 by midnight (via D2L)
3	Respond to classmates' posts	Tuesday, Sept. 20 by midnight (via D2L)
4		
5		
6	Discussion Post #2	Tuesday, Oct. 11 by midnight (via D2L)
7	Respond to classmates' posts	Tuesday, Oct. 18 by midnight (via D2L)
8	Mid Term Examination Visit to Court Discussion Post #3	Tuesday, Oct. 25 Thursday, Oct. 27 Thursday, Oct. 27 by midnight
9	Synthesis Submission (Part I)  Respond to classmates' posts  Discussion Post #4	Tuesday, Nov. 1 before 1pm into D2L dropbox Thursday, Nov. 3 by midnight (via D2L) Thursday, Nov. 3 by midnight (via D2L)
10	Respond to classmates' posts	Thursday, Nov. 10 by midnight (via D2L)

11		
12	Synthesis Submission (Part II)	Tuesday, Nov. 22 before 1 pm into D2L dropbox
13		
14	Synthesis Submission (Part III)	Tuesday, Dec. 6 before 1 pm into dropbox on D2L
15	Final Exam	Final Exam Week

## ELEMENTS OF CRITICAL THINKING

Use this guide to assist you with your discussion posts (excluding the court visit) and for your small group discussions.

1. All reasoning has a PURPOSE.
  - a. Take time to state your purpose clearly
  - b. Distinguish your purpose from related purposes
  - c. Check periodically to be sure you are still on track
  - d. Choose significant and realist purposes
2. All reasoning is an attempt to FIGURE SOMETHING OUT, TO SETTLE SOME QUESTION, TO SOLVE SOME PROBLEM
  - a. Take time to clearly and precisely state the question at issue
  - b. Express the question in several ways to clarify its meaning and scope
  - c. Break the question into sub questions
  - d. Identify if the question has one right answer, is a matter of opinion, or requires reasoning from more than one point of view
3. All reasoning is based on ASSUMPTIONS.
  - a. Clearly identify your assumptions and determine whether they are justifiable
  - b. Consider how your assumptions are shaping your point of view
4. All reasoning is done from some POINT OF VIEW
  - a. Identify your point of view
  - b. Seek other points fo view and identify their strengths as well as weaknesses
  - c. Strive to be fair minded in evaluating all points of view
5. All reasoning is based on DATA, INFORMATION AND EVIDENCE
  - a. Restrict your claims to those supported by the data you have
  - b. Search for information that opposes your position as well as information that supports it
  - c. Make sure that all information used is clear, accurate, and relevant to the question at issue
  - d. Make sure you have gathered sufficient information
6. All reasoning is expressed through, and shaped by, CONCEPTS AND IDEAS
  - a. Identify key concepts and explain them clearly
  - b. Consider alternative concepts or alternative definitions to concepts
  - c. Make sure you are using concepts with care and precision
7. All reasoning contains INFERENCES OR INTERPRESTATIONS by which we draw CONCLUSIONS and give meaning to data
  - a. Infer only what the evidence implies
  - b. Check inferences for their consistency with each other
  - c. Identify assumptions that lead you to your inferences
8. All reasoning leads somewhere or has IMPLICATIONS AND CONSEQUENCES
  - a. Trace the implications and consequences that follow from your reasoning
  - b. Search for negative as well as positive implications
  - c. Consider all possible consequences

## DISCUSSION BOARD GRADING RUBRIC

	<b>Exemplary (8 to 10 marks)</b>	<b>Competent (7 to 8 marks)</b>	<b>Emerging (5.5 to 7 marks)</b>	<b>Below Expectations (below 5.5 marks)</b>
<b>Delivery of post</b>	Grammatically correct post with rare misspellings	Few grammatical or spelling errors are noted	Errors in spelling and grammar evidenced in post	Utilizes poor spelling and grammar in the post; post appears hasty
<b>Relevance of post</b>	The post topic relates to the discussion topic; cited additional references related to topic	Post topic is related to the discussion content; prompts further discussion of topic	Post is off topic; posts is short in length and offers no further insight into the topic	Post topics which do not relate to the discussion content; makes short or irrelevant remarks
<b>Expression within the post</b>	Expresses opinions and ideas in a clear and concise manner with obvious connection to the topic	Opinions and ideas are stated clearly with occasional lack of connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Does not express opinions or ideas clearly; no connection to topic
<b>Contribution to the learning community</b>	Aware of needs of learning community; attempts to motivate the group discussion; presents creative approaches to topic	Attempts to direct the discussion and to present relevant viewpoints for consideration by the group; interacts freely	Marginal effort to become involved with group	Does not make effort to participate in learning community as it develops; seems indifferent
<b>Delivery/quality of Responses to Postings</b>	Discuss one point you agree with and one point you dislike/disagree with and why (for each response you make) Timely responses well before the deadline; Responds to two or more initial postings;		Doesn't clearly discuss a points of agreement and a point of dislike/disagreement and why (for each response you make) Responses are at the deadline or after; One or fewer responses are made;	

## COURSE POLICIES

### Attendance & Participation

Regular attendance and active participation is required. It is expected that you will arrive on time, be attentive, non-disruptive, constructive and respectful.

For example, using headphones, engaging in text messaging, looking at voice messages, surfing the internet or using any means of disengaging with your classmates and the learning process is not accepted in this class. You will be asked to leave the classroom setting.

### Class Preparation

You are expected to complete the assigned readings before coming to class. This often becomes increasingly more difficult as the semester moves along and as the completion of assignments and preparation for exams takes a great deal of your time. I would strongly recommend that you use some type of day book where you can keep track of each week's assignments, readings, exams and other expectations being placed on you.

You are also expected to participate in class discussions and activities based on the readings. To help you engage in this, you will likely want to find an active means of doing your readings. For example, you can take notes (questions and answers often work well) or highlight your textbook and write in the margins before coming to class.

### **Late Penalty**

All assignments must be completed and submitted on the date and at the time assigned. Your discussion posts are due by midnight on the due date. No late initial post is accepted for grades. You can still earn marks by responding to two or more classmates' posts in the allotted time.

The penalty for late submissions to the drop box of parts I and II of the synthesis is 10% per day. The penalty begins at 1 pm on the due date. An extension can be granted only with at least 48 hours notice and will only be granted for one of the three parts of the synthesis per student for the semester.

Procrastination can 'get the best of us' so be certain to manage the time you need to complete assignments.

It is your responsibility to be in class for exams. Arrive before the exams start. Only for extenuating circumstances will a student be permitted to write an exam at a different time than that scheduled for the course.

### **Course Completion Requirements**

You **must** complete all evaluative requirements (including the discussion posts, two exams, and 3 parts of the synthesis) to receive a passing grade in this course. Unfortunately, if you do not complete all requirements, you will receive an F grade. All **late work must** be submitted via the drop box on the D2L by December 10<sup>th</sup> at midnight.

### **STUDENT CONDUCT POLICY (CAMOSUN COLLEGE)**

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Camosun College's conduct policy is found at <http://camosun.ca/learn/calendar/current/pdf/2011-2012-calendar.pdf> (beginning on page 18). It is your responsibility as a student to be very familiar with this policy.

The consequences for academic dishonesty, cheating, plagiarism, or behaving inappropriately include failure of an assignment, failure of a course, removal from a program, expelled from Camosun College, or even criminal charges.

**Academic Dishonesty:** Obtaining an academic advantage dishonestly through conducts such as cheating or plagiarism. Academic dishonesty also includes gaining admission through dishonest means, whether providing false or fraudulent documentation or withholding information or documentation required for admission.

**Cheating:** To obtain an academic advantage through an act of deceit, fraud, distortion of the truth, or improper use of another person's effort.

**Plagiarism:** The presentation of another person's or source's words and/or ideas as one's own. Plagiarism ranges from an entire assignment that is not the student's own work to specific passages within an assignment taken from a source without acknowledgement. See "*Plagiarism: Definition and Consequences*".

**Inappropriate Student Conduct:** Any conduct that has the effect of disrupting the learning environment or that is a threat, or perceived to be a threat, to the safety of other students, staff, and faculty, whether conducted on or off campus. See "*Examples of Unacceptable Student Conduct*".