



**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:	<a href="#">KELLI MOORHOUSE</a>		
(b)	Office Hours:	My office hours are not set as I find that there are many unexpected meetings that arise during my week. As the Chair of the CJ program I will be on campus every day unless otherwise noted. We can schedule in a meeting for a mutually convenient time or if you see that I am in my office, stop by and ask to set up an appointment. Often I am available to meet with you when you stop by and there is no need to make an appointment.		
(c)	Location:	<a href="#">YOUNG 210</a>		
(d)	Phone:	<a href="#">370-3335</a>	Alternative Phone:	
(e)	Email:	<a href="mailto:Moorhouse@camosun.ca">Moorhouse@camosun.ca</a>		
(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. Explain the theoretical, historical, and philosophical underpinnings of various forms of alternative justice.
2. Evaluate the ability of traditional and alternative forms of justice to meet the varying needs of crime victims, offenders, and communities.
3. Demonstrate collaborative conflict resolution (negotiation).
4. Analyze one's own style of managing conflict.

**3. Required Materials**

- Course Reader (2012) [CRIM 215. Alternative Justice and Conflict Resolution. Course Reader](#)
- Fisher, R., W. Ury, & B. Patton (2011) [Getting to yes. Negotiating Agreement without Giving In 3<sup>rd</sup> edition](#). Penguin Books ISBN 9780143118756
- Zehr, H. (2002). [The Little Book of Restorative Justice](#). Good Books ISBN 978-1-56148-376-1

**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.)*

**CLASS SCHEDULE (subject to minor changes – check the D2L regularly)**

<b>PART I.</b>	<b>COLLABORATIVE CONFLICT RESOLUTION</b>
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<b>January 10<sup>th</sup></b>	<b>Tuesday</b>	<b>Thinking About Conflict</b>
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Agenda:

- Conflict / Conflict Resolution and Conflict Management / Crime as Conflict
- Course Contract – Syllabus / Expectations / Community of Learners

<b>January 12<sup>th</sup> Thursday</b>	<b>Conversation: Reflecting on Conflict</b>
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Preparation for Class:

Time Required (suggestion) = 1 hour	METHOD OF SUBMISSION: Bring to class
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1. Course Reader: Read Pickering, P. "Fundamentals of Conflict" (pp. 1 to 6)  
Assignment #1: Complete the Reflection (pp. 7 to 9). Bring responses to class for discussion.
2. Course Reader: Read Pickering, P. "Types of Conflict" (pp. 11 to 17)  
Assignment #2: Complete the two Reflections (p. 18, 19 and 20). Bring responses to class for discussion.

Agenda:

- Circle Conversation

<b>January 17<sup>th</sup> Tuesday</b>	<b>Our Personal Ways of Managing and Resolving Conflict</b>
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Preparation for Class:

Time Required (suggestion) = 1 hour	METHOD OF SUBMISSION: Bring to class
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1. Course Reader: Read Pickering, P. "Conflict Management Styles" (pp. 25 to 43)

Assignment #1: Complete the "Conflict Management Style Survey (pp. 44 to 48). Do this carefully please and do not read ahead to the tally page. Note that you are ranking each of the responses from 5 (best response for you) down to 1 (least accurate response for you). As the instructions state, go with your gut instinct, don't think too much and go quickly. Answer every question, even those you struggle with. Tally up your scores.

2. Course Reader: Kraybill, R. Complete the Kraybill Conflict Style Inventory.

Assignment #2: Read the instructions for Set A and Set B on page 3. Complete the survey using Set A instructions. Using a different colour pen/pencil, complete the survey again using Set B instructions. Once you have completed the survey twice, fill in the style inventory tally sheet (p. 7). Use the same colour pen/pencil that you used to complete the survey (e.g. pen used for Set A so use pen on the tally sheet to show the Set A scores; pencil used for Set B so use a pencil as well on the tally sheet to show Set B scores).

**Bring your course reader to class with the results from both assignments. We will be building on these assessments in class today so that you can complete the graded assignment on your conflict style. Bring in a pencil ☺**

Agenda:

- Conflict Management Styles
- Conflict Style Personal Reflection Instructions

<b>January 19<sup>th</sup> Thursday</b>	<b>Positional vs. Principled (interest based) Approaches</b>
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Preparation for class:

Time Required (suggestion) = 1 ½ hour	METHOD OF SUBMISSION: Drop box before class
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1. Book: Fisher, Ury & Patton. Carefully read Chapter 1, "Don't bargain over positions" (win-lose) pp. 3 to 15.

Assignment #1: Why does the author reject arguing over positions as a way to negotiate? You should be able to identify 3 reasons from the reading. Drop box your response before class starts AND bring your TYPE WRITTEN response to class (or have it available on your electronic device).

Assignment #2: Carefully examine and reflect on the two styles of positional bargaining (Soft and Hard). Locate yourself as either a soft or hard positional bargainer. Drop box your response before class starts AND bring your TYPE WRITTEN assessment and explanation to class (or have it available on your electronic device). Be prepared to discuss your stance in class.

Agenda:

- Circle: Conversation (on the reading)
- Differentiating Win-Lose and Win-Win resolutions to conflict

**January 24<sup>th</sup> Tuesday**

**How do we shift our thinking? Four Rules**

Preparation for Class:

Time Required (suggestion) = 3  
hours

METHOD OF SUBMISSION: Drop box before class

1. Book: Fisher, Ury & Patton. Read Chapters 2 through 5 (pp. 19 to 81). Note that these are small pages and would equate to a typical academic textbook chapter.

Assignment #1: Answer the following questions: You can work in pairs/groups of 3 and submit one set of answers. Individually you will be expected to respond in class to the answers. Drop box your response before class starts AND bring your TYPE WRITTEN answers to class (or have it available on your electronic device).

From Chapter 2: "Separate the People from the Problem" answer the following:

- How will perception of the other side help in negotiations?
- How can your own perceptions influence negotiations?
- How do emotions play a role in negotiations?
- How does communication play a role in negotiation?
- How can people problems be prevented in the first place?

From Chapter 3: "Focus on Interests, Not Positions" answer the following:

- How do interests define the problem?
- What is the BEST way to go beyond positions to identify interests?
- Why are basic human needs often overlooked in negotiations?
- Why is it good to be hard on the problem and soft on the people?

From Chapter 4: "Invent Options for Mutual Gain"

- Why is it good to be able to invent creative options in negotiations?
- What are the obstacles that inhibit invention of options?

From Chapter 5: "Insist on Using Objective Criteria" answer the following:

- Why is negotiating on the basis of will ineffective?
- Why is negotiating on the basis of objective criteria preferable?
- What are some objective criteria (fair standards and/or fair procedures) that you think play a significant role in the Criminal Justice field?

Agenda:

- Separate the People from the Problem
- Focus on Interests, not positions
- Generate options for mutual gain before making a final decision through brainstorming
- Ensure the result is based on objective criteria

**January 26<sup>th</sup> Thursday**

**A Range of Collaborative Strategies**

Preparation for Class:

Time Required (suggestion) = 45  
minutes

METHOD OF SUBMISSION: None

1. Course Reader: Justice Institute of BC "Selecting the Right Collaborative Application" pp. 57 to 60;
2. Course Reader: JIBC "A Collaborative Intervention Model" pp. 47 to 56;

Agenda:

- Selecting the Right Collaborative Application
- A Collaborative Intervention Model

**January 31<sup>st</sup> Tuesday**

**Preparing to Negotiate and the First Two Stages**

Preparation for Class:

Time Required (suggestion) = 45  
minutes

METHOD OF SUBMISSION: Bring to Class

Assignment #1: Complete the **Preparation to Negotiate** sheet (either on the D2L or handed out in class). Use your most recent serious conflict. Bring in your response to class. You do not need to share this conflict! It is most valuable to your learning if you use a real, emotional, and challenging conflict.

1. Book: Review Fisher, Ury & Patton, "Separate the People from the Problem" (and your responses to the specific homework questions you completed earlier in the semester).

Agenda:

- Preparation stage
- Stage 1 - Setting a positive environment
- Stage 2: Clarifying the issues (and how to frame issues)

<b>February 2<sup>nd</sup> Thursday</b>	<b>Practice: Preparation and Stages 1 &amp; 2</b>
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Preparation for Class:

Time Required (suggestion) = 20 minutes	METHOD OF SUBMISSION: None
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1. Review notes from last class

Agenda:

- Practice

<b>February 7<sup>th</sup> Tuesday</b>	<b>What are the interests! – Our next step in the process</b>
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Preparation for Class:

Time Required (suggestion) = 1 hour	METHOD OF SUBMISSION: None
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1. Book: Review Fisher, Ury & Patton, "Focus on Interests, not Positions" (and your responses to the specific homework questions you completed earlier in the semester).
2. Course Reader: Fisher and Ertel "Interests" pp. 21 to 32. These pages are from a workbook and you will notice three forms:
  - a. Identifying the Relevant Parties
  - b. Clarifying the Interests (it is broken down into personal and business; could also be differentiated by substance and relationship)
  - c. Probe for underlying interests

Following these forms is an example of "Ken" and all three forms are filled in; an explanation of how these forms were filled in for Ken follows in the text.

Agenda:

- Stage 3 - Positions to Interests
- Probing for Interests and Challenging Our Assumptions

<b>February 9<sup>th</sup> Thursday</b>	<b>Practice: Moving from Positions to Interests</b>
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Preparation for Class:

Time Required (suggestion) = 1 to 1 ½ hours	METHOD OF SUBMISSION: Discussion Board before class
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1. Review notes and forms;

Assignment #1: In the "Discussion Board" link on the D2L, you will find a scenario involving two people. Your task is to assess the information and determine the positions of both parties as well as their underlying interests. These interests may be substantive (tangible and/or intangible) and relational. In your response, to be posted to this **discussion board** before class, you will do the following:

- a) Write down the issue(s) as you see them. Don't forget about how to frame issues!
- b) Write down the position of one of the participants (as you see it). List the underlying interests for this position and most importantly explain why you think these are interests. Remember that these interests are not always blatant! Go with your hunch or assumption and write these interests down as well.
- c) Repeat (b) for the second participant.

Agenda:

- Circle – Debrief and build on the assignment
- Practice Stage 3 – Positions to Interests

**February 14<sup>th</sup> Tuesday****Creating Options to Manage / Resolve the Conflict**Preparation for Class:

Time Required (suggestion) = 1 hour

METHOD OF SUBMISSION: None

1. Respond to the discussion board posts from last week;
2. Book: Review Fisher, Ury & Patton, "Invent Options for Mutual Gain" (and your responses to the specific homework questions you completed earlier in the semester)
3. Course Reader: Read Fisher and Ertel "Options: What are the Possible Agreements or Bits of an Agreement?" pp. 33 to 44. These pages are from a workbook and you will notice two forms:
  - a. Create Options to Meet Interests
  - b. Find Ways to Maximize Joint Gains

Following these forms is the example with Liz and both forms are filled in; an explanation for how these forms were filled in follows.

Agenda:

- Stage 4 – Creating Options

**READING BREAK FEBRUARY 16 AND 17 – NO CLASSES****February 21<sup>st</sup> Tuesday****Practice: Creating Options**Preparation for Class:

Time Required (suggestion) = 1 to 1 ½ hour

METHOD OF SUBMISSION: Discussion board before class

Assignment #1: On the "discussion board" link for this course on the D2L, you will be examining a scenario (different from the one you had for last week's assignment). You will be tasked with reading all of the assessments made by your classmates' for this scenario, and based on the interests they identified, you will be generating a list of common interests. From this list of common interests and differing interests, generate 3 or more options to resolve or manage this conflict. Remember that your options list **MUST** build on the common interests (not just one party's interests). Post your responses to the **discussion board** before class.

Agenda:

- Circle – Debrief and build on the assignment
- Practice Stage 4 using the forms

**February 23<sup>rd</sup> Thursday / February 28<sup>th</sup> Tuesday****ASSESSMENT**Preparation for the Assessment this week:

- Respond to the discussion board posts from last week;
- Ensure you have a cognitive understanding and recollection of the details and process of the Collaborative Conflict Resolution Model / Practice the various stages

**PART II.****RESTORATIVE JUSTICE****March 1<sup>st</sup> Thursday****Starting to think about a Restorative Lens**Preparation for Class:

Time Required (suggestion) = 1 hour

METHOD OF SUBMISSION: Drop box before class

1. Book: Zehr, H. "Little Book of RJ". Read pp. 3 – 13.

Assignment #1 : Answer the following questions critically and with reflection. Drop box your response before class starts AND bring your TYPE WRITTEN answers to class (or have it available on your electronic device).

- a) What are your impressions of and associations with the term "restorative justice?" What have you heard, and from what sources?
- b) Reflect on the "restorative justice is not" items on pages 8 through 13. Which of these surprise / concern you?

Agenda:

- Circle: Conversation

**March 6<sup>th</sup> Tuesday** **Should offender, victim and community NEEDS inform justice?**

Preparation for this Class:

Time Required (suggestion) = 1 to 1 ½ hour	METHOD OF SUBMISSION: Drop box before class
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1. Book: Zehr, H. "Little Book of RJ". Read pp. 13 to 18
2. Course Reader: McCold, P. "Toward a Holistic Vision of Restorative Justice: A Reply to the Maximalist Model." Read pp. 365 to 372.

Assignment #1 : Complete the following chart and then answer the question critically and with reflection. Drop box your chart and response to the question (b) before class starts AND bring your TYPE WRITTEN answer to class (or have it available on your electronic device).

- a. Zehr and McCold identify a number of victim, community and offender needs. Make a three column table and within this write down all of the needs found in these two readings. Add in more rows!

Victim Needs	Offender Needs	Community Needs

- b. "Restorative justice focuses on needs more than desserts." Are you comfortable with this? Explain. What are some of the implications? Describe.

Agenda:

- Truth or consequences?
- Retributive Justice and Restorative Justice
- Research Paper Instructions

**March 8<sup>th</sup> Thursday** **Paradigms and Shifts in Thinking...**

Preparation for this class:

Time Required (suggestion) = 2 to 3 hours	METHOD OF SUBMISSION: Drop Box before class
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1. Course Reader: Covey, S. "Inside Out".  
Assignment #1: Explain in as much detail as possible your understanding of what Covey means by "inside-out".

2. Course Reader. Van Ness, D.W. and K.H. Strong. "Visions and Patterns: Why Patterns of Thinking Obstruct CJ Reform".  
Assignment #2: Explain in as much detail as possible your understanding of what Van Ness means by "patterns of thinking." Keep your response intellectual and philosophical!

Drop box your responses before class starts AND bring your TYPE WRITTEN answers to these two questions to class (or have these available on your electronic device).

Agenda:

- Circle: Conversations about paradigms and shifting thinking

**March 13<sup>th</sup> Tuesday** **Must a system of restorative justice necessarily be attached to our existing CJS?**

Preparation for this Class:

Time Required (suggestion) = 1 to 1 ½ hour	METHOD OF SUBMISSION: Drop box before class
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1. Course Reader: McCold, P. "Toward a Holistic Vision of RJ..." Read pp. 372 to 378. The author is describing two models of restorative justice (the purist and the maximalist). Carefully read this so that you complete the assignment as described.

Assignment #1: Create a three column comparison chart on a sheet of paper. Simply use the table feature in word to create a 3 column and multiple row chart. In the left column write down the themes or attributes that you have identified in the reading (e.g. primary stakeholders), in the second column write how the Purist Model addresses this theme or attribute, and in the right column do the same for the Maximalist Model. Be as detailed and thorough as possible! Submit your typed response in the drop box before class. Bring your typed response to class or have it available on an electronic device.

List of Themes/Attributes	Purist Model	Maximalist Model

2. Course Reader: RJ City. Case Study.
3. Course Reader: Mirsky, L. "Hull, UK: Toward a Restorative City".

Agenda:

- Maximalist and Purist Models of restorative justice
- Examples: RJ CITY; Hull, UK; Nova Scotia
- Can we envision a purist model of restorative justice in Canada?

<b>March 15<sup>th</sup> Thursday</b>	<b>How will you describe Restorative Justice?</b>
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Preparation for this Class:

Time Required (suggestion) = 1 ½ to 2 hours	METHOD OF SUBMISSION: Discussion Board before class
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1. Book: Zehr, pp. 22 to 25

Assignment #1: Create your own personally meaningful description of restorative justice. In your description first reflect on our discussions from last class and determine if you lean more toward a maximalist or purist model. Second, reflect on what you have absorbed on Howard Zehr's material on what RJ is not (pp. 8 to 13) and his coverage of the 3 pillars of RJ (pp. 22 to 25). You might want to consider the following list of qualities or principles and note the ones that you think belong to restorative justice.

Healing participation revenge accountability punishment  
confrontation  
Separation imprisonment reintegration sentencing encounter  
repair

Finally, in your description, address how RJ will ensure the protection of society and meet the needs of victims, offenders, and community.

Your typed description will be 200 to 300 words. Submit your typed response to **the discussion board** before class. Bring your typed response to class or have it available on an electronic device.

Agenda:

- Circle: Sharing of Descriptions

<b>March 20<sup>th</sup> Tuesday</b>	<b>The Academics of Restorative Justice</b>
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Preparation for this Class:

Time Required (suggestion) = 2 ½ to 3 hours	METHOD OF SUBMISSION: Take Quiz on D2L; 75% minimum score required
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1. Course Reader: Maxfield and Babbie, "Theory and Criminal Justice Research".

Assignment: Once you have read the Maxfield and Babbie chapter, go to the **quiz link** on the D2L and test your recollection of what you have processed. It is "open book." I am mindful that it is "easiest" to do this with a classmate however it is more "valuable" for you to complete this quiz on your own. In other words, this is an individual exercise

2. Book: Zehr, H. Read pp. 32 to 36; 38 to 39; 64 to 69;
3. Course Reader: McCold, P. "Toward a Holistic Vision of RJ..." Read, pp. 357 to 361.

Agenda:

- Theory and Criminal Justice Research
- Postulates and Propositions

- A Causal Theory

<b>March 22<sup>nd</sup> Thursday</b>	<b>The Conceptual Theory of Restorative Practice</b>
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Preparation for this Class:

Time Required (suggestion) = 1 hour	METHOD OF SUBMISSION: none
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1. Course Reader: McCold, P. And T. Wachel "In Pursuit of a Paradigm: A Theory of Restorative Justice"

Agenda:

- Conceptual theory of Restorative Justice
- Review Research Paper – time to start!

<b>March 27<sup>th</sup> Tuesday</b>	<b>Fully Restorative: What happened in Hollow Water?</b>
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Preparation for this Class:

Time Required (suggestion) = 1 ½ hour	METHOD OF SUBMISSION: none
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1. Course Reader: Aboriginal Corrections Policy Unit. "Mapping the Healing Journey" Read pp. 27 to 29.
2. Course Reader: Aboriginal Corrections Policy Unit. "The Four Circles of Hollow Water" Read pp. 125 to 133; 147 to 157; 190 to 209; Note: Be sure to read the previous reading first.

Agenda:

- Use Hollow Water as a case study to apply the conceptual theory (social discipline window, stakeholder needs) of Restorative Justice.
- Video: Hollow Water

<b>March 29<sup>th</sup> Thursday</b>	<b>Fully Restorative: Community Justice Forums</b>
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Preparation for this Class:

Time Required (suggestion) = 1 hour	METHOD OF SUBMISSION: none
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1. Read: <http://www.rcmp-grc.gc.ca/pubs/ccaps-spcca/cjf-fjc-eng.htm>
2. Read: <http://www.teck.com/Generic.aspx?PAGE=Teck+Site%2FMedia+Pages%2FMedia+Detail&releaseNumber=11-28-TR&portalName=tc>

Agenda:

- Video: Community Justice Forums

<b>April 3<sup>rd</sup> Tuesday Conferencing</b>	<b>Fully Restorative: Community and Family Group</b>
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Preparation for this Class:

Time Required (suggestion) = 1 to 1 ½ hour	METHOD OF SUBMISSION: Bring to class - typed
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Assignment #1: Go to this link for Calgary Community Conferencing [http://www.calgarycommunityconferencing.com/about\\_us.asp#a](http://www.calgarycommunityconferencing.com/about_us.asp#a) and read the information on this page describing community conferencing.

Click on the "Calgary community conferencing" emblem on the top left corner of this page. Click on audio-visual. Watch the 3 video clips under the heading of "global television examines community conferencing". Using the material provided in these videos as a case study, apply the conceptual theory of RJ (social discipline window and stakeholder needs). Bring your written assessment to class for discussion.

Agenda:



- Video: Facing the Demons

<b>April 5<sup>th</sup> Thursday</b> <b>Accountability</b>	<b>Mostly Restorative: Circles of Support and</b>
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Preparation for Class:

Time Required (suggestion) = 1 hour	METHOD OF SUBMISSION: none
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1. Course Reader: Courageous Communities: Circles of Support and Accountability with Individuals Who Have Committed Sexual Offences
2. Read: Unleashed by Rev. Harry Nigh <http://m2w2.com/wp/wp-content/uploads/2010/11/weavings-charlie-09-3.pdf>

Agenda:

- CoSa Programs

<b>April 10<sup>th</sup> Tuesday</b>	<b>Mostly Restorative: Victim Offender Mediation</b>
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Preparation for Class:

Time Required (suggestion) = 1 hour	METHOD OF SUBMISSION: none
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1. Read: VOM – An Overview in BC – CSC <http://www.csc-scc.gc.ca/text/rj/vom-eng.shtml>
2. Read: VOM – Fact Sheet for Victims <http://www.csc-scc.gc.ca/text/rj/fsvctms-eng.shtml>
3. Read: VOM – Referral Protocol in BC – CSC <http://www.csc-scc.gc.ca/text/rj/rstrtvopprcsrfrp-ng.shtml>

Agenda:

- VOM via the CSC in British Columbia – an example in practice in corrections
- Video: Glimmer of Hope

<b>April 12<sup>th</sup> Thursday</b> <b>you learned?</b>	<b>RJ in British Columbia and Canada: What have</b>
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Preparation for this Class:

- Complete your Research Paper and bring to class to share what you have learned!

### 5. Basis of Student Assessment (Weighting)

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

Assignments: 65%

Exams: 35%

	Percent
Conflict Style Personal Reflection	10
(Exam) Assessment: Collaborative Conflict Resolution	35
Preparation for Class	30
Research Report: Restorative Justice in British Columbia	25
<b>Total</b>	<b>100</b>

### 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? How will you actively engage with each other? How will you actively engage with the material?

In this course you are inquiring about collaborative conflict resolution and restorative justice. There is much to think about. There is much to understand about alternative ways (non adversarial) of resolving conflicts. Come to class prepared to share, to reflect, to teach, to ask, and to think. You will have a good deal to prepare before coming to class. 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 work you plan to do.

A note on attendance: Every class absence, regardless of the reason, affects your ability to participate and the ability of your mates to learn from you. One percent (1%) of the overall course grade will be lost for each

absence. A medical note will be taken into consideration as long as you notify me via email or phone message before class (extenuating circumstances excluded).  
Late arrivals and early exits also interfere with your ability to participate and you will lose marks accordingly.

## OVERVIEW OF ASSIGNMENTS

### CONFLICT STYLE PERSONAL REFLECTION

Due: I would prefer that you complete and submit this Reflection by January 20<sup>th</sup> (Friday) though the last day for submission will be January 31<sup>st</sup> at midnight into the drop box.

The guidelines for this assignment will be handed out in class on January 17<sup>th</sup>. In this reflection you will be developing content for seven paragraphs based on your findings from the Kraybill, Pickering and TKI assessments.

### ASSESSMENT: COLLABORATIVE CONFLICT RESOLUTION

This is an in class “exam” where you will assess a case study. It is an evaluation of your comprehension of the collaborative conflict resolution model and your ability to demonstrate the requisite collaborative skills used in negotiation.

Dates: February 23 (Thursday) and February 28 (Tuesday);

### PREPARATION FOR CLASS

Thirty percent (30%) of your grade is based on your ability and willingness to engage with the material on your own before we connect with each other in class. This course will give you the opportunity to be active in your learning and construct your own educational experience.

The preparation time is suggested for each class in the schedule that follows. This should be reflective of the typical post secondary expectation that for every hour in class there are two hours of out of class work. That said, the out of class preparation will vary from no preparation to a few hours.

DUE DATE	TOPIC	COMPLETE / INCOMPLETE Or GRADED?	MARKS ASSIGNED	
January 12	Reflecting on Conflict	Complete/ Incomplete	5	CLASS
January 17	Personal Ways of Managing conflict	Complete/ Incomplete	10	CLASS
January 19	Positional vs. Principled Approaches	Complete/Incomplete	15	DROP
January 24	Shifting Our Thinking	Graded	25	DROP
January 31	Preparing to Negotiate	Complete / Incomplete	15	CLASS
February 9	Moving from Positions to Interests	Graded	15	DISC
February 21	Creating Options	Complete / Incomplete	10	DISC
March 1	Restorative Lens	Complete / Incomplete	15	DROP
March 6	Offender, Victim, Community Needs	Complete / Incomplete	10	DROP
March 8	Paradigms and Shifts in Thinking	Graded	20	DROP
March 13	RJ Attached to CJS?	Complete / Incomplete	10	DROP
March 15	Describe RJ	Graded	20	DISC
March 20	Academics of RJ	Complete / Incomplete	10	QUIZ
April 3	Fully Restorative	Graded	10	CLASS
		<b>Totals:</b>	<b>190</b>	

### RESEARCH REPORT

Due Date: April 12, 2012 at the start time of your assigned lab class

Objective: Using as your guide, the “restorative practices typology” found within the Theory of Restorative Justice developed by Paul McCold and Ted Wachtel, your objective is to examine and evaluate how, where and why (the history) the various forms (programs and processes) of alternative justice are currently implemented in British Columbia.

Details for this research report will be handed out in class on March 6<sup>th</sup>.

GRADING RUBRICS

**PREPARATION FOR CLASS - HOMEWORK QUESTIONS**

<b>Master (4 to 5 marks)</b>	The response indicates that the student has a thorough understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information is clearly text-based.
<b>Knight (3 to 4 marks)</b>	The response indicates that the student has an understanding of the reading concept embodied in the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete or clearly text-based.
Cut off:	<u>Complete</u> is above this; <u>Incomplete</u> is below this:
<b>Apprentice (2 to 3 marks)</b>	The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.
<b>Padawan (1 to 2 marks)</b>	The response indicates that the student has very limited understanding of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws, and may not address all requirements of the task.
<b>Not even a Jedi Apprentice (0 marks)</b>	The response indicates that the student does not demonstrate an understanding of the reading concept embodied in the task. The student has provided a response that is inaccurate; the response has an insufficient amount of information to determine the student's understanding of the task; or the student has failed to respond to the task.

\*Star Wars theme carried forward from CRIM 204 (fall 2011) for the categories of competency.

**CONFLICT STYLE PERSONAL REFLECTION**

	<b>Exemplary (8.5 to 10 points)</b>	<b>Accomplished (7.5 to 8.5 points)</b>	<b>Developing (6.5 to 7.5 marks)</b>	<b>Beginning (5 to 6.5 marks)</b>
<b>Reflection</b>	Clearly ties personal knowledge, beliefs or experiences into the responses	For the most part, ties personal knowledge, beliefs, attitudes or experiences into the responses	Tries, but does not really succeed, in tying personal knowledge, beliefs or experiences into the responses	Does not tie personal knowledge, beliefs or experiences into the responses
<b>Content areas</b>	Responds to all content areas	Responds to 5 content areas	Responds to 4 content areas	Responds to 3 or fewer content areas
<b>Transfer of Knowledge</b>	The responses demonstrate that the author fully understands and has applied the concepts learned (e.g. avoider)	The responses demonstrate that the author, for the most part, understands and has applied the concepts learned	The responses demonstrate that the author, to a certain extent, understands and has applied concepts learned	The responses do not demonstrate that the author fully understands and has applied concepts learned
<b>Depth of Discussion</b>	In-depth discussion and elaboration on all the content areas	In-depth discussion and elaboration in most responses	Brief discussion in all the responses or in-depth discussion in only a few content areas	Cursory discussion in all the content areas or brief discussion in only a few responses

**RESEARCH REPORT**

Grading matrix is to be determined.

**DISCUSSION BOARD**

	<b>Exemplary (6 to 8 marks)</b>	<b>Competent (5 to 7 marks)</b>	<b>Emerging (3.5 to 5 marks)</b>	<b>Below Expectations (below 3.5 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>Exemplary (2 marks)</b>	<b>Competent (1.5 marks)</b>	<b>Emerging (1.25 marks)</b>	<b>Below Expectations (below 1 mark)</b>
<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 COMPLETION REQUIREMENTS

Homework: (complete / incomplete and graded homework): Homework will be submitted in the drop box or posted to the discussion area before class and/or brought to class to facilitate discussion. If you fail to complete more than (3) homework assignments and submit them as set out in the syllabus, you will forfeit the entire homework assignment mark (30%). An incomplete grade will be assigned if you do not meet the minimum expectation (see the grading matrix for homework). You can resubmit a returned incomplete assignment once you have completed it to the minimum expectation. Any resubmitted homework MUST be handed in (in class) before April 12<sup>th</sup>.

The Conflict Style Personal Reflection and the Research Report have due dates and times. It is your responsibility to have these assignments completed well before their deadlines. No late submission will be graded. Both of these assignments along with the assessment on collaborative conflict resolution (in class exam) MUST be completed to earn a passing grade in this course.

## 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.

<b>IP</b>	<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>
<b>CW</b>	<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

#### PLAGIARISM AND ACADEMIC CHEATING

Plagiarism is a form of cheating a serious academic offence. In this course this applies to the Research Report and out of class homework assignments. A grade of zero (0) is earned for any indication of plagiarism or cheating. Plagiarism is the theft of another scholar's work. A general rule to follow is that 5 or more consecutive words taken from a document or other sources should be placed in quotations and referenced appropriately, while all other paraphrased information should be credited using a parenthetical citation. See your CJ Writing Reference Manual for more information. Plagiarism is easy to avoid provided that you acknowledge all scholarly material that is not your own work. You must do all your own research, you may not quote from or use ideas from other people's work without acknowledging them in a citation, you may not submit on your own behalf a paper written by another person, and you may not cut and paste information from internet sources; you may not write the online quiz with another classmate in proximity. You are permitted to work on homework assignments together however you will not be permitted to submit similarly worded assignments as independent work. Be careful – it is safest to chat about assignments as opposed to read what another has written already. You have the opportunity to ask questions about plagiarism and cheating in class so there will be no excuses accepted if you do cheat or plagiarize.