



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:	Shanna Grant-Warmald		
(b)	Office Hours:	Tuesdays 5:30-6:00pm, 8:50-9:20 pm		
(c)	Location:	Young 210 A		
(d)	Phone:	2503703001	Alternative Phone:	
(e)	Email:	GrantWarmaldS@camosun.bc.ca		
(f)	Website:	N/A		

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

- (a) Griffiths, C. T. (2011). Canadian criminal justice: A primer (4th ed.). Toronto: Thomson Nelson (Textbook website: www.crimjusticeprimer4e.nelson.com/student/)
- (b) Writing Reference Manual for the Criminal Justice Program (available in the bookstore)

4. Course Content and Schedule

Note: students are required to read the pages noted **before** each class so that we can have informed discussions together. Students who do not complete the assigned readings ahead of time will not be able to contribute as much to the class as the students who did read. Please be respectful and arrive prepared.

*Subject to change – these will be announced to students as soon as possible

DATE	TOPIC	SPECIFICS	HOMEWORK FOR NEXT CLASS
WEEK 1 September 3	Introductions	<ul style="list-style-type: none"> ▪ Introduction to the course ▪ Student and instructor introductions ▪ Overview of assignments and due dates ▪ Course expectations ▪ In-class assignment: Your own experiences and perspectives on the CJS ▪ ACDC example ▪ Students select ACDC topics 	<p>1. Read the following pages from the textbook:</p> <p>CHAPTER 1:</p> <ul style="list-style-type: none"> ▪ What is the criminal justice system (CJS)? (pp. 3-5) ▪ 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) ▪ What is “justice?” Whose law? Whose justice? (pp. 25-26) ▪ The “emergence” of restorative justice (pp. 26-30) ▪ Is the CJS really a “system?” (pp. 30-32) <p>2. Complete the brief true/false take-home quiz handed out at the end of class today. Will be pass/fail, marked at the start of next class.</p> <p>3. Come up with three questions for next week’s guest speaker</p>

DATE	TOPIC	SPECIFICS	HOMEWORK FOR NEXT CLASS
WEEK 2 September 10	The Criminal Justice System	<ul style="list-style-type: none"> ▪ Guest speaker Marshall Smith from Cedars at Cobble Hill: 6-8 pm ▪ Explain D2L ▪ Complete and mark true/false quiz ▪ Discuss reading ▪ Sign up for synthesis report groups 	<p>1. Read: CHAPTER 3:</p> <ul style="list-style-type: none"> ▪ A brief history of policing (pp. 60-62) ▪ Defining police work (pp. 62-63) ▪ Police work in a democratic society (p.63-68) ▪ The structure of policing (p.68-80) ▪ Police occupation (p.81-82) ▪ Structures of police governance (p. 82-84) ▪ Wrongdoing in police work (p 84) ▪ Police accountability (pp. 84-89) <p>2. Complete take-home quiz</p> <p>3. Find a poem, song, comic, or other piece of art/literature/pop culture that can be brought into class that contains a reference to/depiction of at least ONE criminal act. (You may also want to check out this online journal: http://www.albany.edu/sci/jcipc/) Identify what crime it is in the Criminal Code, and be ready to share this with the class. This assignment will count towards students' participation and preparation grade</p>
WEEK 3 September 17	Police	<ul style="list-style-type: none"> ▪ Mark quiz ▪ Discuss reading ▪ Go over homework assignment ▪ Synthesis group meetings ▪ ACDC 	<p>1. Read: CHAPTER 2:</p> <ul style="list-style-type: none"> ▪ Providing effective programs for victims of crime (pp. 49-51) <p>Providing financial compensation for crime victims (pp. 52-56)</p> <p>CHAPTER 4:</p> <ul style="list-style-type: none"> ▪ Police powers (pp. 92-111) ▪ Police discretion and decision-making (pp. 111-113) ▪ The police and visible/cultural minorities (pp. 113-118) <p>CHAPTER 5:</p> <ul style="list-style-type: none"> ▪ The evolution of police practice (pp. 122-124) ▪ Community policing (pp. 124-141) ▪ Measuring the effectiveness of police strategies (pp. 142-146) <p>2. Come up with three questions for next week's guest speaker</p>

DATE	TOPIC	SPECIFICS	HOMEWORK FOR NEXT CLASS
WEEK 4 September 24	Police	<ul style="list-style-type: none"> ▪ Mark quiz ▪ Discuss reading ▪ Check in on Assignment #1 and synthesis report ▪ Guest speaker from Greater Victoria Police Victim Services: Charli, Court Support Program Coordinator 	<p>1. Read: CHAPTER 6</p> <ul style="list-style-type: none"> ▪ The provincial court system (pp. 150-153) ▪ Federal courts (p. 153) ▪ Where do judges come from? (pp. 153-154) ▪ Specialized provincial courts (pp. 154-161) ▪ The formal CJS vs RJ approaches (pp. 161-168) ▪ Structures of judicial accountability (pp. 168-171) ▪ Delay and backlog in criminal court cases (pp. 171-172) <p>2. Complete take-home quiz</p>
WEEK 5 October 1	Courts	<ul style="list-style-type: none"> ▪ Mark quiz ▪ Discuss reading ▪ Work on synthesis reports ▪ ACDC 	Complete Assignment 1 (due at the beginning of next class)
WEEK 6 October 8	Police and courts	Assignment 1 due – presentations will be done all class	<p>Come up with at least three questions for next week's guest speaker</p> <p>Read:</p> <ul style="list-style-type: none"> ▪ Responding to organized crime and terrorist threats (p. 39)
WEEK 7 October 15	Gangs and police in BC	Guest speaker Sgt. Keiron McConnell from the Vancouver Police Department	<p>1. Read: CHAPTER 7:</p> <ul style="list-style-type: none"> ▪ The pretrial process (pp. 176-191) ▪ The challenges of megatrials (pp. 191-201) ▪ Restorative justice approaches (pp. 201-204) ▪ Wrongful convictions (pp. 204-207) <p>CHAPTER 8:</p> <ul style="list-style-type: none"> ▪ Purpose and principles of sentencing (pp. 212-215) ▪ Sentencing options (pp. 215-219) ▪ Concurrent and consecutive sentences (p. 219) ▪ Judicial determination (p. 219) ▪ Judicial restraint order (p. 219) ▪ How do judges make decisions? (pp. 220-228) <p>2. Come up with three questions for next week's guest speaker</p>

DATE	TOPIC	SPECIFICS	HOMEWORK FOR NEXT CLASS
WEEK 8 October 22	Courts	Guest speaker Christine Lowe from the Crown Counsel	<p>1. Read: CHAPTER 8:</p> <ul style="list-style-type: none"> ▪ Additional sentencing options (pp. 228-238) <p>CHAPTER 9:</p> <ul style="list-style-type: none"> ▪ Community corrections (pp. 242-243) ▪ Alternatives to confinement (pp. 244-254) ▪ Conditional sentences (pp. 254-256) ▪ Electronic monitoring (pp. 256-259) <p>2. Come up with at least three questions for next week's guest speaker</p> <p>3. Upload your synthesis report so far to the D2L Dropbox by 11:59 pm October 22</p>
WEEK 9 October 29	Courts	6-8:30 pm: Guest speaker Gillian Lindquist from Restorative Justice Victoria Check in on Assignment 2	<p>1. Read: CHAPTER 2:</p> <ul style="list-style-type: none"> ▪ Addressing the high cost of crime and the CJS (pp. 36-37) ▪ Ensuring "justice" in a multicultural society (p. 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 in the CJS (pp. 42-45) ▪ Developing effective CJ policy and programs (pp. 45-46) ▪ Gathering accurate information on crime rates and patterns (pp. 46-47) ▪ Addressing issues in First Nations, Inuit and Métis communities (pp. 47-49) <p>2. Complete Assignment 2 (due at the beginning of next class)</p>

DATE	TOPIC	SPECIFICS	HOMEWORK FOR NEXT CLASS
WEEK 10 November 5	Challenges in the CJS	Assignment 2 due at the beginning of class Students share their findings in circle	1. Read: CHAPTER 10 <ul style="list-style-type: none"> ▪ Historical foundations (pp. 264-267) ▪ Structure of institutional corrections (pp. 267-272) ▪ Life inside prison (pp. 272-273) ▪ Managing correctional institutions (pp. 273-276) ▪ Correctional officers at work (pp. 276-279) ▪ Doing time (pp. 279-283) ▪ Assessing inmate risk and needs (pp. 283-285) ▪ Treatment programs (pp. 285-295) ▪ How effective is incarceration (pp. 296-297) ▪ From institution to community (pp. 297-298) 2. Complete take-home quiz
WEEK 11 November 12	Corrections	<ul style="list-style-type: none"> ▪ Mark quiz ▪ Discuss reading ▪ Work on synthesis reports ▪ ACDC 	1. Read: CHAPTER 11: <ul style="list-style-type: none"> ▪ Parole process (pp. 304-306) ▪ Conditional release (pp. 306-309) ▪ Release options for provincial/territorial inmates (pp. 309-311) ▪ Release options for federal inmates (pp. 311-317) ▪ Special categories of offenders (pp. 317-319) ▪ Victims and conditional release (p. 319) ▪ Parole Board decision-making (pp. 319-324) 2. Complete take-home quiz

DATE	TOPIC	SPECIFICS	HOMEWORK FOR NEXT CLASS
WEEK 12 November 19	Corrections	<ul style="list-style-type: none"> ▪ Mark quiz ▪ Discuss reading ▪ Work on synthesis reports ▪ ACDC 	<ol style="list-style-type: none"> 1. Read: CHAPTER 11: <ul style="list-style-type: none"> ▪ Reintegration process (pp. 324-329) ▪ Parole supervision (pp. 330-340) ▪ Does parole work? (p. 340) ▪ Revisiting accountability (pp. 340-346) 2. Complete take-home quiz
WEEK 13 November 26	Corrections	<ul style="list-style-type: none"> ▪ Mark quiz ▪ Discuss reading ▪ Work on synthesis reports ▪ ACDC 	Work on synthesis report
WEEK 14 December 3 Last day of class!	Everything	<ul style="list-style-type: none"> ▪ Work on synthesis reports 	<ol style="list-style-type: none"> 1. Complete synthesis report. It must be uploaded to the dropbox on D2L by 11:59 pm on December 3, and I also require a hard copy to be handed in by 5pm December 4 in my mailbox in the Criminal Justice Department office. (It can also be submitted in hard copy in class on December 3.) 2. Study for final exam (which will be in final exam week – date and time to be determined)

5. Basis of Student Assessment (Weighting)

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

20%: Participation and Preparation

30%: CJS Synthesis Report

30%: 2 Assignments (15% each)

20%: Final Exam

(a) Assignments: Two assignments @ 15% each (total 30%)

(b) Quizzes

(c) Exams: Final exam, 20%

(d) Other (e.g., Attendance, Project, Group Work): 50%

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 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. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
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.

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

→ Participation and Preparation (20%)

Regular attendance and active participation are required. It is expected that students will arrive on time, be attentive, non-disruptive, constructive and respectful. (For example, please do not use a cell phone/handheld device/laptop during class-time unless asked to.)

This class will be **discussion-based and interactive**, so it is **crucial that students complete the assigned readings before coming to each class**. (I strongly recommend that students use an agenda/day planner where they can keep track of each week's assignments, readings, exams etc.) This is a content-heavy course so be sure to actively read your textbook.

Generally, each class that does not have a guest speaker will start and end the same way. Beginning on the first class, I will hand out a brief one-page, 10-question true/false [no multiple choice] take-home quiz, which will draw from the assigned pages in the textbook for the following week. We will mark these together at the beginning of each class (pass or fail-students must get at least 50% correct) and use them as our starting point for what we will discuss that day.

For classes with a guest speaker, at the beginning of the class students will hand in three questions for the guest speaker. This is to 1) prove that the student is coming prepared to the class, and 2) show respect to the guest speaker. (Anyone who has done public speaking before can tell you how scary it is to stand up there and just hear crickets after their presentation). These will also be pass/fail based on completion of the three questions. [All three must be completed to receive a "pass."]

The last half hour of most classes will be devoted to ACDC: article, critical thinking question, discussion in circle. On the first day of class (September 3), all students will sign up for a topic of their choice, as listed in the bullets in the "Course Content and Schedule" section of this outline (e.g. police powers, providing effective resources for victims, the reintegration process, etc.). On the day that topic is covered in class, the student must be prepared to summarize his/her article (could be a newspaper article or journal article) of choice, pose his/her critical thinking question to the class, and we will respond in circle format, then have an open discussion. Since there are more students in the class than the number of classes we have together (and not every class will have time for ACDC), not every student will get the opportunity to share, so students must

upload their article, summary (100-150 words) and question to the D2L Dropbox no later than 11:59 pm the night before their topic is being covered in class (e.g. if a student chooses the topic “The formal CJS vs RJ approaches,” which is being covered on October 1, it must be uploaded to the Dropbox by 11:59 pm on September 30). Students will receive a pass/fail grade for this.

The primary purpose of ACDC is to evaluate students’ understanding of the following learning outcome identified on the first page of this outline:

- Identify and critically discuss contemporary issues facing the Canadian criminal justice system.

Participation and Preparation Grading

5%	Attendance. Students may miss one class before I start making deductions (1% will be taken off for each missed class)
5%	Completion of true-false quizzes. These will be on D2L.
5%	Questions for guest speakers. These will be pass-fail – students must complete the three questions (note: they should be thoughtful and respectful) and hand them in before class to get a “pass.” There will be five guest speakers, so each set of questions is worth 1%.
5%	ACDC. This is divided into two parts: <ol style="list-style-type: none"> 1. (2.5%) Students must (1) select a relevant article/experience, (2) write a summary of it (100-150 words), and (3) come up with one critical thinking question about it. (4) These must be uploaded to the D2L Dropbox no later than 11:59 pm the night before the topic is covered in class. If these four tasks are done on time, the student will receive the full 2.5%; if not, the student will receive 0%. 2. (2.5%) Students must actively engage in the circle process when other students are presenting their articles/experiences. This means listening attentively and sharing thoughtful and respectful comments.
Total: 20%	

→ 2 Assignments (15% each, total 30%)

The primary purpose of these two assignments is to evaluate students' understanding of the following learning outcome identified on the first page of this outline:

1. Communicate their understanding of the legislative basis, structure, and functions of the various components making up the Canadian criminal justice system

Students will complete an assignment for the first two sections of this course (policing and courts). Each assignment will sample the content from the textbook readings as well as the material addressed in class (guest speakers, handouts, class discussions, video presentations, etc).

Assignment #1 (October 8): In-Class Presentations on Improving Policing/Courts in Canada

This assignment will give students the opportunity to show their understanding of policing or courts in Canada. Students will identify one issue in contemporary policing or the current court system and do a 1,000-1,200 word (no more, no less) research project on how to improve that issue. Students may wish to research other countries' criminal justice systems, or best practices from Canada and/or abroad. Students must use at least four primary sources, ideally from peer-reviewed academic journals, to back up their idea on what will work to resolve/improve the issue. The textbook does not count as a source but can still be used. The essay format must follow APA style and Camosun's Criminal Justice Writing Reference Manual.

Each student will then present a quick three-minute summary in class of the issue they chose and how they would improve it. This presentation can be strictly verbal or also include a visual (e.g. a PowerPoint or poster board). The write-up must be uploaded to the D2L Dropbox by 11:59 pm October 7.

Assignment #1 Grading Matrix

1%	Clear identification of the issue in policing/courts that they selected – this must be in the introduction (students are encouraged to put this in bold)
3%	Organization (correct word count; accurate spelling, grammar; use of headings; flow, etc.)
3%	Format is in correct APA style (correct use of citations, a Works Cited page, etc.)
2%	Assignment uses at least four primary sources
4%	Comprehension, originality and thoughtfulness (student shows clear understanding of the issue and offers worthwhile ideas for improving it)
2%	In-class summary of student's assignment
Total: 15%	

Assignment #2 (due November 4): The Canadian CJS and the Media

This assignment will give students the opportunity to show their understanding of the Canadian criminal justice system by comparing what they have learned to what is shown in the media. The majority of movies and television shows based on criminal justice are American, so this assignment will also teach students how the Canadian criminal justice system compares to the American system. Students will write a 1,000-1,200 word (no more, no less) research report on which elements of **fictional** media are correct about/in line with the **Canadian** CJS, and which are incorrect/not in line with the Canadian CJS. Students may wish to use the following resources to get them started on this assignment:

- 1) Video: "How Does CSI Stack Up Against A Real Death Investigation?" found at <http://www.theglobeandmail.com/news/news-video/how-does-csi-stack-up-against-a-real-death-investigation/article13201770/>
- 2) Article: "This is not American Television: US versus Canadian systems" found at http://justice.alberta.ca/programs_services/public_education/Pages/part_one.aspx
- 3) Article: "Fact Sheet: Crime in the Media" found at <http://www.eaplstudent.com/component/content/article/188-fact-sheet-crime-in-the-media>

There is a considerable amount of research out there on this topic, but if students want to go the extra mile on this assignment, they can look for examples themselves in the media, e.g. TV shows: The Closer, CSI, Criminal Minds, Dexter, Law & Order, Sherlock, the Wire, etc. Movies: The Departed, Fracture, Human Trafficking, My Cousin Vinny, Se7en, etc. Students must use the following headings:

- Introduction
- What is Correct in the Media
- What is Incorrect in the Media
- Conclusion
- Works Cited

In each of the two categories (what aspects of the media are in line with and which are not in line with the Canadian CJS), students must write about at least two course concepts listed in the "Course Content and Schedule" section of this outline, for a total of at least four course concepts being discussed in the essay. Students must put the course concepts in bold so they are easily identifiable, and write their word count at the end of their essay. In the conclusion of the essay (the conclusion must be 200- 250 words), I would like students to comment on the impact of the misrepresentations in the media on Canadian society (this part only is based on your opinion, therefore you may use "I.") The essay format must follow APA style and Camosun's Criminal Justice Writing Reference Manual. Students must upload the essay into the D2L Dropbox by 11:59 pm on November 4. Then on November 5th, each student will summarize their findings with the rest of the class. This will be done informally, in a circle, without any PowerPoints or posterboards.

Assignment #2 Grading Matrix

3%	Organization (correct word count [and word count is given at the end of the assignment]; accurate spelling, grammar; use of headings; flow, etc.)
2%	Format follows APA style (correct use of citations, a Works Cited page, etc. – refer to Camosun’s CJ Writing Reference Manual)
2%	Assignment uses at least four course concepts, and they are listed in bold
6%	Comprehension, critical thinking and depth (student clearly identifies what is correct in the media and what is incorrect in the media, and offers good analysis and critical thinking about their findings)
2%	Conclusion is 200-250 words and includes a discussion about the impact of the media’s misrepresentations on society
Total: 15%	BONUS MARK: actual example(s) from the media

→ CJS Synthesis Report (30%)

The primary purpose of this assignment is to evaluate students’ understanding of the following learning outcome identified on the first page of this outline:

- Map the progress of an accused person through the criminal justice process and identify the various options the system has for holding offenders accountable for their crimes

In groups of two, three or four (groups will be decided on the second day of class), students will guide a fictitious offender through the criminal justice process from the time of arrest to their release from the correctional system. Students will document and describe in detail the various applicable procedures, options, and decisions made along the way. This will include decisions about arrest, release, the formal charge, court appearances, plea, trial, sentencing, incarceration, and post-incarceration release.

I will give more detailed instructions on this report in class and on D2L. Groups can be made by the students or assigned by me, and will be done in class on September 10th. I will go over some basic guidelines on how to work in a group (e.g. fair distribution of the work, how to deal with conflict, etc.).

Group projects are common in the Criminal Justice Program as we believe they give students an opportunity to be accountable to others, divide responsibilities, encourage brainstorming, develop team-building skills and learn to build on each other’s strengths. Pulling our own weight with time-sensitive activities means learning to overcome procrastination, to take initiative, to be available and to facilitate the development of a working plan (task management). This can be a daunting and challenging activity in the first year of post-secondary studies, so please remember to be respectful, fair and considerate, and it should go smoothly.

For this assignment, students may wish to meet with one another face-to-face or do everything via email/online – it is recommended that they discuss and establish their communication strategy early on.

The synthesis report must be uploaded to the D2L Dropbox no later than 11:59 pm on December 3, and I also require a hard copy to be handed in no later than 5:00 pm December 4 in my mailbox in the Criminal Justice Department office. (It can also be submitted in hard copy in class on December 3.)

The grading matrix for this assignment will be provided in-class, along with additional details about this assignment.

→ Final Exam (20%)

The final exam will be an hour and a half and will take place in Camosun's final exam week. It will consist of true/false, fill in the blank, multiple-choice, list and short answer questions that cover the entire class from start to finish, including guest speakers. Students may use their own notes and the textbook during the exam.

The primary purpose of this assignment is to evaluate the students' understanding of all four learning outcomes listed on the first page of this outline:

- Communicate your understanding of the legislative basis, structure, and functions of the various components making up the Canadian criminal justice system
- Identify and critically discuss contemporary issues facing the Canadian criminal justice system
- Map the progress of an accused person through the criminal justice process and identify the various options the system has for holding offenders accountable for their crimes

INSTRUCTIONAL INFORMATION AND POLICIES

Course Completion and Requirements: Students must get at least 50% on all three assignments and the final exam to earn a potential passing grade in this course.

The Classroom as a Community of Learners and Inquiry: This course offers you the chance to learn about the Canadian criminal justice system and about each other. The course content is rich and detailed, at times confusing and overwhelming. We all come from different backgrounds and will convey differing views with each other about the content. We have much to offer each other and this requires that we each commit to thinking, reflecting and sharing, and thus creating a supportive community of inquiry. My role is to help facilitate this inquiry. I require you to complete the assigned reading for the class **before** arriving so that we can dive into deeper discussions of the material rather than just review what the textbook says. I will use a variety of teaching methods (e.g. guest speakers, videos and activities) but classes will primarily be discussions about the material and learning objectives of this 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 <http://camosun.ca/services/> and <http://camosun.ca/services/writing-centre/>. I strongly encourage all students to look into these resources!

Late Penalty: All assignments must be completed and submitted by the date and time assigned. Late assignments will be penalized 10% (off 100%) per day late unless I approve an extension. Please contact me if you are experiencing difficulties with an assignment. If you feel you need an extension, please give me as much notice as possible.

Plagiarism and Academic Cheating: Plagiarism is a form of cheating and a serious academic offence. In this course this applies to all three assignments. 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. 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. A grade of zero (0) is earned for any indication of plagiarism or cheating. You are permitted to work on homework assignments together, however you will not be permitted to submit similarly worded assignments as independent work. 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.

Student Conduct Policy (Camosun College): Camosun College's conduct policy is found at <http://camosun.ca/learn/calendar/current/pdf/2012-2013-calendar.pdf> 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, expulsion 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."