



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: | M/W 10-10:30 T/TH 12:00-12:30 | | |
| (c) | Location: | Young 210A | | |
| (d) | Phone: | 3370 | 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. Identify and evaluate the concept of juvenile delinquency/youth crime and the range of behaviours included under this concept.
2. Report in depth on the magnitude and impact of youth crime in Canada.
3. Identify and critically assess the theories purported to explain juvenile delinquency/youth crime.
4. Evaluate in depth juvenile justice legislation (e.g. Youth Criminal Justice Act, Young Offenders Act) in terms of underlying philosophies and current interpretations (e.g. definitions & legal processes).
5. Identify and review current and critical issues relating to youth justice in Canada.
6. Identify future trends in social responses to youth crime and youth justice.

3. Required Materials

Bell, S. J. (2015). *Young Offenders and Youth Justice. A Century After the Fact*. 5th Edition. Toronto: Nelson Education

Cruse, G. (2006). *Juvie. Inside Canada's Youth Jails*. Vancouver: Granville Island Publishing.

Criminal Justice. Writing Reference Manual for the Criminal Justice Program,

Nunn, D.M (2006) *Spiraling out of Control. Lessons Learned from a Boy in Trouble*. (NUNN INQUIRY)

https://www.novascotia.ca/just/nunn_commission/docs/Report_Nunn_Final.pdf

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.)

- ✓ A Sociological Perspective on Youth Crime – why is it a public issue and how is it problematized?
- ✓ The Nunn Inquiry – An Overview
- ✓ Public Issue – Two Opposing sides
- ✓ Precursors to the JDA
- ✓ JDA: Philosophy and Definitions / System / Opposition
- ✓ Different Models of Juvenile Justice
- ✓ YOA and its modifications
- ✓ YCJA and its modification
- ✓ Sources and what they tell us about Youth Crime
- ✓ Profiling Youth Crime

- ✓ Measurement Issues
- ✓ Best sources of Information
- ✓ Legislation and Crime Rates
- ✓ Crime waves
- ✓ Instructions – Argumentative Essay
- ✓ Conversation: Juvie Part I – The Kids
- ✓ AB – Case Study
- ✓ Race and Ethnicity
- ✓ Age / Gender
- ✓ Conversation: Juvie Part II: Adults and Teenagers – Relationships in Crisis
- ✓ Family Structure / Parenting / Family Attachment
- ✓ Bad Family / Bad Seed
- ✓ School – what are the correlates?
- ✓ Peers – what are the correlates?
- ✓ Pathways
- ✓ Risk Profiles, Trajectories and Intervention Points
- ✓ Get ready for mid-term exam!
- ✓ Conversation: Serious and Chronic Offending
- ✓ Brain Development – Staggering!
- ✓ Theorizing about AB
- ✓ Conversation: Your argumentative Essays – What did you learn?
- ✓ Police Contact and Decision Making
- ✓ Diversion
- ✓ The Police and AB – the facts
- ✓ Diversionary Measures Issues
- ✓ Police and AB – the Details
- ✓ Profile and Facts – Youth Court
- ✓ Pre-trial Detention (S. 29) – Profile and Issues
- ✓ Court Proceedings and AB
- ✓ Sentencing Principles
- ✓ Youth Sentences
- ✓ Sentencing Issues
- ✓ Custody and the YCJA (S. 83)
- ✓ Youth Custody Issues
- ✓ Ashley Smith
- ✓ Conversation: Juvie Part III: The Youth CJS
- ✓ Correctional Programming

5. Basis of Student Assessment (Weighting)

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

- (a) Assignments -35%
- (b) Quizzes
- (c) Exams – 50%
- (d) Other (e.g., Attendance, Project, Group Work) (15%)

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. <i>(For these courses a final grade will be assigned to either the 3rd 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.

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

If you are concerned about your ability to properly credit and cite references, please come see me. Plagiarism is when you fail to fully and accurately acknowledge the sources of ALL the information in your assignments; the problem is that you give the impression that this is your own work. For example, if you quote something (word for word) but fail to put it in quotation marks or properly reference the citation to the author, then you are plagiarizing. Another example is if you paraphrase the information or ideas from a source but fail to cite the author (this can include a classmate's paper).

EXAM POLICY

All exams must be written at the times and on the dates assigned. A student who misses an exam due to illness must inform the instructor on or before the date of the exam and provide a doctor's note. If your excuse for missing an exam is not acceptable, you cannot write the exam at a later date. Note that if you arrive late for an exam after a classmate has already left or if you arrive 15 minutes after the exam has begun, you cannot write the exam. Arrive early; plan for the unexpected.

WRITTEN ASSIGNMENT REQUIREMENTS

All assignments must meet the basic requirements for academic writing in Criminal Justice. Use the *Writing Reference Manual for the Criminal Justice Program*. All assignments MUST be in APA format (1" margins, double spaced, Times New Roman font, 12 font, indent first line of first paragraph, running head, correct cover page).

All assignments submitted for evaluation in this course must be original and produced for the purposes of this course only. The submission of assignments completed for other courses may be construed as academic dishonesty.

COURSE COMPLETION REQUIREMENTS

Students must write the mid term and final exams and submit the Argumentative Essay to receive a passing grade for the course. Students failing to complete these 3 requirements earn an F grade.