



CAMOSUN COLLEGE
School of Arts & Science
Department of Criminal Justice

CRIM-154-RH03
The Criminal Justice System
Winter 2018

COURSE OUTLINE

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Stephen Howell	_____
(b) Office hours	After class in each school	_____
(c) Location	Young 205	_____
(d) Phone	250-370-3333	Alternative: _____
(e) E-mail	howells@camosun.bc.ca	_____
(f) Website	_____	_____

2. Intended Learning Outcomes

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. (2011) **Canadian Criminal Justice, A Primer**. 5th Ed., Nelson.

RECOMMENDED TEXTS:

Writing Reference Manual for the Criminal Justice Program
Criminal Code of Canada

4. Course Content and Schedule

CLASS SCHEDULE OF TOPICS AND READINGS

(subject to revision)

THE CRIMINAL JUSTICE SYSTEM – AN OVERVIEW

Week #1, January 30 & February 1

- Introduction to the course
 - Textbook
 - Website for course
 - Expectations of the course
- What is the criminal justice system (CJS)?
- What is 'criminal'? "What is" justice"?
- The foundations of the legal system

Read Chapter 1

COMPONENTS AND CHALLENGES OF THE CRIMINAL JUSTICE SYSTEM

Week #2, February 6 & 8

- Components of the CJS
- The flow of cases through the CJS / The crime funnel
- The role and responsibilities of governments in criminal justice
- Models of criminal justice administration
- The purpose or objectives of the criminal justice system
- Is the criminal justice system a 'system'?
- Public perceptions of crime and the CJS
- Addressing issues in First Nations, Inuit and Metis communities
- Unique issues in Canadian geography and demography

Read Chapter 2 and Chapter 14

CANADA'S CRIMINAL LAW

Week #3, February 13 & 15

- Criminal Code of Canada
- Other criminal legislation
- The role of the Charter
- Criminal Code exercise
- How to write short discussion posts and essay questions

Reading: TBA

First Discussion Post due February 16, Responses February 19

POLICING

Weeks #4 and 5 February 20, 22, 27 & March 1

- A brief history of policing
- The structure of policing
- Police accountability
- Police powers:
 - Detain and arrest
 - Search and seizure
 - Use of Force
- Police investigation and discretion
- Police diversion
- Report to Crown Counsel
- Compelling the appearance of the accused
- Pre-court release by police

Read Chapter 4 (pp. 67 -77) & Chapter 5

Second Discussion Post due March 2, Responses March 5

PROSECUTION AND THE COURTS

Week #6, March 6 & 8

- Types of prosecutors
- Prosecutorial diversion
- Laying an information
- The levels of court
- Specialized provincial courts
- Judicial accountability

Read Chapter 7

REVIEW AND ASSESSMENT

Week #7, March 13 and 15

March 13 – Catch up and review

March 15 – Mid Term Exam

SPRING BREAK

INITIAL APPEARANCES/BAIL/ELECTIONS

Week #8 April 3 & 5

- Defence Options/Legal aid
- First appearance
- Judicial Interim Release & pre-trial remand

- Plea negotiation
- Electing the mode of trial
- Preliminary inquiry
- The Plea

Read Chapter 8, pp. 173 - 185

Third Discussion Post due April 6, Responses April 9

TRIALS, VERDICTS AND SENTENCING OPTIONS

Week #9, April 10 & 12

- The trial
- Verdicts
- Appeals
- Purpose and principles of sentencing
- Sentencing options
- Concurrent and consecutive sentences

Read Chapter 8, pp. 186 – 203 & Chapter 9

Fourth Discussion Post due April 13, Responses April 16

SELECTING AND MANAGING SENTENCES

Week #10, April 17 & 19

- How do Judges decide?
 - Statutory guidance (S.718 CCC)
 - Maximums and minimums
 - Appellate decisions and legal precedents
 - Aggravating and mitigating factors
 - Pre-Sentence and Gladue Reports
- Overview of Corrections and Conditional Release
- Four types of corrections
- Objectives of corrections and conditional release

Reading TBA

CORRECTIONAL INSTITUTIONS

Week #11, April 24 & 26

- Structure
- Life inside prison
- Case Management
- Treatment programs
- Accountability in corrections
- How effective is incarceration?

Read Chapter 11

RELEASE AND RE-ENTRY

Week #12, May 1 & 3

- Conditional Release and other releases
- Calculating key dates
- Parole Board decision making
- Reintegration process and supervision

Read Chapter 12

ALTERNATIVES TO CONFINEMENT

Week #13 May 8 & 10

- Probation
- Conditional sentences
- Electronic monitoring
- Behaviour change programs

Read Chapter 10

Synthesis Project due in class May 8

VICTIM SERVICES, REVIEW AND ASSESSMENT

Week #14, May 15 & 17

Reading TBA

FINAL EXAM - May 17

5. Basis of Student Assessment (Weighting)

Discussion Posts (4 posts) (20% of final grade)

There are many interesting topics and issues that arise when examining the criminal justice system in Canada. You will be required to write a response to a few of these questions and post your responses. Please do not have your responses submitted as attachments (e.g. as a word doc) but instead cut/paste your answer to the question. In the subject area, write down the question you are answering.

Note. **Choose any 4 of the 5 posts below and then choose 1 question to answer.** For example you might choose to respond to question (a) for the first post; (b) for the second post; question (a) for the fourth post; and question (c) for the fifth post. If you choose to complete all 5 posts, you will receive the marks for the best 4.

Grading Rubric:

Research or original thinking in initial post	2 points
Thoughtfulness of response	1 point
Length of original post and response (Original post should be at least ten sentences, response at least five)	1 point
Writing skill	1 point
TOTAL	5 points

Exams (40%)

Two exams are scheduled for this course.

Midterm – April 6 (20%)

Final – May 16 (20%)

Each will sample your recollection of the content from the textbook readings as well as the material addressed in class (powerpoint, video presentations, etc). This is a content heavy course so be sure to read your textbook, and make notes on both the text and the classroom presentations.

The format may include multiple choice, short answer, fill in the chart, definitions, and short essay

Criminal Justice Process Synthesis (40%)

Due: May 8th, in class

The purpose of this assignment is to apply the knowledge gained in this course to a specific accused person who you will guide through the criminal justice process from the time of arrest to their sentencing.

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. Two scenarios will be provided, each describing a fictional offender and a crime. You may choose to base your synthesis on one of these scenarios OR you may create your own scenario, provided the offender is a fictional adult, the crime is indictable (but not murder) and the story takes place in British Columbia. Extra points are not awarded for creating your own scenario.

Note: be sure to address all ‘options’ available at the various stages, as well as the discretionary powers of the various participants in the justice process (e.g. Judge, Crown Counsel, Police officer, Parole Board member) Please use the grading rubric that will be provided in class and on the D2L to guide you through this process.

Format:

Typed, double spacing, 1-inch margins, & 12 font Arial or Times Roman, numbered pages.

Provide a cover page (follow the CJ Writing Reference Manual).

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.

It is strongly recommended that you provide a draft of your report to the instructor on or before May 1 in order to receive some feedback prior to finalizing the assignment.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:1. **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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.