



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Criminal Justice**

**CRIM-221-BX02**  
**CJ Seminar 4**  
**WINTER 2018**

**COURSE OUTLINE**

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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.

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**1. Instructor Information**

(a) Instructor	Blair Fisher
(b) Office hours	Mondays & Wednesdays from 12:30-1:30pm; Open door policy for drop-ins.
(c) Location	Young 210b
(d) Phone	250-370-3335 <b>Alternative:</b> _____
(e) E-mail	fisherb@camosun.bc.ca
(f) Website	online.camosun.ca

**2. Intended Learning Outcomes**

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

1. Develop strategies to enhance personal and professional development in the criminal justice field.
2. Explain the benefits, opportunities and realities of volunteering in the criminal justice field.
3. Demonstrate the skills for employment in the criminal justice field.

**3. Required Materials**

*Criminal Justice Writing Reference Manual* (2014). Available in the Bookstore.

**4. Course Content and Schedule**

**Week #1 January 12<sup>th</sup> (In Class)**

- Introduction to the course
  - o Course assignments
  - o Website for course and managing online components
  - o Course and classroom expectations
  - o Introductory Exercise

**Week #2 January 19<sup>th</sup> (In Class)**

- Program Evaluation Survey
- Career Exploration
- Professionalism

**Week #3 January 26<sup>th</sup> (In Class)**

- Post-Secondary-Secondary☺
- Life-long Learning
- Changing dynamics of Criminal Justice fields
- Group assignment elections

**Week #4 February 2<sup>nd</sup> (In Class)**

- Employability & Labour Market Trends
- Group assignment meeting and expectations

**Week #5 February 9<sup>th</sup> (In Class)**

- Meeting with Department Chair
- Final Presentation Expectations
- Exploration of online course components

**Week #6 February 16<sup>th</sup> Reading Break- No Classes this week**

**Weeks #7 through #12 (Self-paced; Online)**

- Online Exercises
- Volunteerism Reflective Essay
- Future steps and planning exercises
- Group Presentation meetings
- Attend group and individual meeting with Blair

**Week #13 April 6<sup>th</sup> (In Class)**

- Group Presentations

**Week #14 April 13<sup>th</sup> (In Class)**

- Group Presentations

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

**Group Presentation (Complete / Incomplete)**

**Due Date: Week 13 (April 6<sup>th</sup>)**

The purpose of this assignment is to use the appreciative inquiry style of learning to explore and present back to the class what you have learned. In groups, Examine the career pathways, labour market trends and pertinent issues involved in your assigned agency or institution. What do other students need to know if choosing this as one of their career paths or of going to this institution to further their education.

Prepare a presentation of ten to twenty minutes to be done on the final week during class. Each group will be graded using the following criteria:

Quality: Freedom from errors and mistakes, accuracy, quality of work in general.

Quantity: The actual work output of each student, relative to their other group members.

Effort: The degree to which the student does his/her best and is motivated.

Cooperativeness: Willingness to work harmoniously with others in getting the job done.

Group Interaction: The polite attention an individual gives other group members.

Accuracy: Content is correct, recent and relevant.

To receive a complete grade for this assignment your group will be able to:

1. Perform a presentation about your chosen organization of at least ten minutes.
2. Provide accurate information about this career / educational option including application info, minimum requirements, career / educational outlook info and other useful information.
3. Effectively utilize each group member in the course of your presentation.

## **Reflective Essay on Volunteerism (Complete / Incomplete)**

**Due Date: Week 9 (March 9<sup>th</sup> )**

This is a reflective essay on your experience with volunteerism during this and the previous seminar courses (CRIM's 120, 121 & 220). Questions to be explored include:

1. How did my volunteerism integrate with what I learned in the program?
2. What was my most poignant learning experience through volunteering?
3. How do I see my experience with volunteering assisting me in my future career or volunteering opportunities?

Prepare 1.5 to 2 page essay (double-spaced) that will be submitted on the D2L by March 10<sup>th</sup> at 6:00pm.

To receive a complete grade for this assignment, you will be able to:

1. Complete an essay of minimum 1.5 pages.
2. Effectively outline your experience and insights with volunteering.
3. Have written an essay free of grammar, sentence structure and spelling errors.

If the minimum requirements have not been achieved at time of submission, the essay will be returned to the student and will need to be resubmitted until completion is achieved. This assignment can be submitted at any point up to the due date for feedback. **If still incomplete on the due date then will receive an incomplete grade for this course.**

## **Exercises on Future Steps & Planning (Complete / Incomplete)**

These assignments will be done on the D2L webpage during weeks 7 through 12. The series of assignments must be completed by March 30<sup>th</sup>. This portion is self-paced so it is important to schedule time to complete this portion as other course demands may interfere with completion.

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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

*Criminal Justice Writing Reference Manual* (2014). Available in the Bookstore. This will assist with ensuring that all written assignments are in proper style for submission.

## 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.