



CAMOSUN COLLEGE
School of Arts & Science
Department of Criminal Justice

CRIM-154-001
The Criminal Justice System
Fall 2019

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	Kelli Moorhouse		
(b) Office hours	M /W 12 to 12:30; T/Th11:30 to 12:00		
(c) Location	Young 210A		
(d) Phone	3370	Alternative:	
(e) E-mail	moorhouse@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

- ✓ Access to a computer, the D2L Platform, and the internet.
- ✓ Griffiths, C. (2019) Canadian Criminal Justice. A Primer 6th Edition.
- ✓ CJ Writing Reference Manual

4. Course Content and Schedule

What follows is a comprehensive schedule. It is subject to change. Any amendments will be noted in the News Area on the D2L course home page. Please check the D2L course regularly!

You will see suggested time required to complete the preparation for class. This includes time for reading and completing assignments. Plan accordingly. All the background reading, including the required textbook reading (ex. Unit 1, Lesson 1) and assignments are found in the content area on the D2L site for this course.

“Before Class” – Instructions on D2L

Go to this course online (through online.camosun.ca). Each Unit and Lesson is found in the “content” link under the “TOOLS” tab. Read through the lesson(s) required for the week. I strongly suggest you take notes on both the online material and the textbook readings.

The required reading from the Griffith textbook for each class is also stated in each of the online lessons.
Bring your textbook to every class!

Sept. 3 (Tues) Social Control, Crime & Criminal Justice

Before Class:

1. D2L - Read *Unit 1: Lesson 1. Introducing Social Control*
 - o Griffiths pp. 16-17, 22-23
2. D2L - Read *Unit 1: Lesson 2. Criminal Law*
 - o Griffiths pp. 10-15

Agenda:

- Icebreaker
- Overview of this course and expectations
- What is social control?
- What is Criminal Law?
- What is the purpose of the CJS?

Sept. 5 (Thursday) Social Control, Crime & Criminal Justice

Before Class:

1. D2L - Read *Unit 1: Lesson 3. Classification of Offences*
 - o Griffiths p. 202
2. D2L - Read *Unit 1: Lesson 4. Crime*
 - o Griffiths p. 6-9

Agenda:

- Classification of Offences
- Crime (including crime rates)
- Crime Scenarios (Synthesis Project)

Sept. 10 (Tues) Social Control, Crime & Criminal Justice

Before Class:

1. Review *Unit 1 : Lessons 1 through 4*
2. D2L - Read *Unit 1: Lesson 5. Criminal Code*
 - o Griffiths p. 15
3. Bring to class either a Criminal Code or have an iPad/Laptop with you so you can access the CCC (this is important)

Agenda:

- Criminal Code of Canada

Sept. 12 (Thurs)

Social Control, Crime & Criminal Justice

Before Class:

1. Begin *Unit 1: Lesson 6. Development of a Crime Scenario and Offender Profile.*
 - Griffiths, pp. 319-323 and Table 11.1 (p. 323)
 - Open the 2016 Corrections Statistics Annual Report (in D2L). Read through “Section C” (look at the Table of Contents for the pages).
 - Begin to develop your offender profile based on all of this information.
2. D2L - Read *Unit 1: Lesson 7. Philosophical Differences in Crime Control*
 - Griffiths pp. 32-36
3. D2L - Read *Unit 1: Lesson 8. Charter of Rights and Freedoms*
 - Griffiths p. 14
4. At Issue 1.1 (p. 7) Medical Assistance in Dying: ...
 - See instructions earlier in syllabus on how to complete these assignments;

Agenda:

- Charter of Rights and Freedoms
- Federally Sentenced Inmate Profiles

Sept. 17 (Tues)

Criminal Justice System - Overview

Before Class:

1. D2L - Read *Unit 2: Lesson 1. Structure of Policing*
 - Griffiths pp. 76-86
2. D2L - Read *Unit 2: Lesson 2. Structure of Courts*
 - Griffiths pp. 167-181
3. D2L – Read *Unit 2. Lesson 3. Structure of Corrections*
 - Griffiths pp. 313-317
4. D2L – Read *Unit 3. Lesson 1. Synthesis Project Instructions*
5. Griffiths pp. 25-30

Agenda:

- Structure (and costs) of Policing, Courts, and Corrections (an overview)
- Flow of cases through CJS, Dynamics of Criminal Justice
- Processing an Accused Person through the CJS (set up the Synthesis Project)

Sept. 19 (Thurs)

Police

Strategies

Before Class:

1. D2L - Read *Unit 4: Lesson 1. Policing Our Communities*
 - Griffiths pp. 135-57; Research File 6.2

Agenda:

- Policing Our Communities

Sept. 24 (Tues)

Police

Strategies

Before Class:

1. D2L – Read *Unit 4: Lesson 2. Police Work and Investigations*

- Griffiths pp. 69-78
- 2. At Issue 4.1 Officer Friendly becomes GI Joe...
 - See instructions earlier in syllabus on how to complete these assignments; note the drop box before class requirement

Agenda:

- Police Work
- Police Investigations

Sept. 26 (Thurs)	Police Powers and Decision Making
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Before Class:

1. D2L – Read *Unit 5: Lesson 1. Detain and Arrest*
2. D2L – Read *Unit 5: Lesson 2. Arrest without a Warrant*
 - Griffiths pp. 102-04; 120-23
3. D2L – Read *Unit 5. Lesson 3. Search Incident to an Arrest*
4. D2L – Read *Unit 5. Lesson 4. Warrants for Arrest, Search and Seizure*
 - Griffiths pp. 118-120; Legal File 5.3

Agenda:

- Detain and Arrest
- Arrest without a Warrant
- Search Incident to an Arrest
- Warrants for Arrest, Search and Seizure

Oct. 1 (Tues)	Police Practices
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Before Class:

1. D2L – Read *Unit 4: Lesson 3. Accountability and Wrongdoing*
 - Griffiths pp. 73-74, 104-05, 124-26;
2. D2L – Read *Unit 5. Lesson 5. Controversial Police Practices*
 - Griffiths pp. 117-19; Legal File 5.1; Legal File 5.2; Critical Thinking Exercise 5.1 (p. 128)
 - Griffiths pp. 105-117, Police File 5.1, Police File 5.2, Police File 5.3, Police File 5.4
3. At Issue 5.1 Should the police pay offenders for information on the crime they have committed?

Agenda:

- Controversial police practices
- Accountability and Wrongdoing

Oct. 3 (Thurs)	First
Exam	

Before Class:

1. Examine the review questions (on D2L), review your notes on lecture / class material, D2L lessons, and videos.

Agenda:

- First Exam

Oct. 8 (Tues)	Pre-Trial
Activities	

Before Class:

1. D2L – Read *Unit 6: Lesson 1. Compelling an Accused Person to Court*
 - Griffiths pp. 203-06; Figure 8.2

2. D2L - Read *Unit 6: Lesson 2. Judicial Interim Release*
 - o Griffiths pp. 207-11
3. D2L – Read *Unit 6. Lesson 3. Arraignment and Plea*
 - o Griffiths pp. 214-15
4. Griffiths pp. 202-03, Figure 8.1

Agenda:

- Compelling an Accused Person to Court
- Judicial Interim Release Hearing (Bail Hearing / Show Cause)
- Arraignment
- Flow of Cases Through the Court System (S. 469, 553, election indictable)

Oct. 10 (Thurs) Cases	Prosecution of Criminal
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Synthesis Project: The Criminal Event and The Police Role and Involvement with the Suspect – submit via the Assignment box in D2L by midnight

Before Class:

1. D2L – Read *Unit 7: Lesson 1. Plea Bargaining*
 - o Griffiths pp. 215-16
2. At Issue 8.1 Should Plea Bargaining Be Abolished or at least regulated?
3. D2L – Read *Unit 7: Lesson 3. Preliminary Inquiry*
 - o Griffiths p. 202

Agenda:

- Plea Bargaining
- Preliminary Hearing (Inquiry)
- Instructions for the Court Report

Oct. 15 (Tues) Cases	Prosecution of Criminal
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Before Class:

1. D2L – Read *Unit 7: Lesson 2. Defence and Crown Counsel*
 - o Griffiths pp. 182-84
2. Griffiths pp. 181-2, 184-90, Court File 7.3, Court File 7.4

Agenda:

- Courtroom Working Group

Oct. 17 (Thurs) Court	Visit to
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Agenda:

- Meet at the Court House

Oct. 22 (Tues)	Prosecution of Criminal Cases
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Before Class:

1. D2L – Read *Unit 7: Lesson 4. The Trial*
 - o Griffiths pp. 217-28
2. D2L – Read *Unit 7: Lesson 5. Juries*
 - o Griffiths pp. 228-30

Agenda:

- The Trial
- Juries

Oct. 24 (Thurs) Sentencing

Before Class:

1. D2L - Read *Unit 8: Lesson 1. Principles and Purpose of Sentencing*
 - Griffiths p. 247, pp.258-63, Legal Files 9.1, 9.2, 9.3
2. At Issue 9.1 Is Section 718.2e an effective strategy to reduce....
3. D2L - Read *Unit 8: Lesson 2. The Pre-Sentence Report*
 - Griffiths p.253 Table 9.2

Agenda:

- Principles and Purpose of Sentencing
- Gladue Report / Sentencing Indigenous Offenders
- Pre-Sentence Report

Oct. 29 (Tues) Sentencing

Before Class:

1. D2L - Read *Unit 8: Lesson 3. Alternatives to Confinement*
 - Griffiths pp. 249-52 , Table 9.1, 287-92
2. D2L - Read *Unit 8: Lesson 4. Probation*
 - Griffiths pp. 292-304
3. Griffiths pp. 304-306

Agenda:

- Alternatives to Confinement
- Probation

Oct. 31 (Thurs) Sentencing

Before Class:

1. D2L - Read *Unit 8: Lesson 5. Mandatory Minimum and Mandatory Maximum Sentences*
 - Griffiths pp. 266-67
2. At Issue 9.2 Should Banishment be used as a sentencing option?
3. D2L - Read *Unit 8: Lesson 6. Custodial Sentencing Options*
 - Griffiths Table 9.1,
4. D2L - Read *Unit 8: Lesson 7. Sentencing Considerations*
 - Griffiths pp. 247-48, 254-57, 263-73, Table 9.2

Agenda:

- Mandatory Minimum and Mandatory Maximum Sentences
- Custodial Sentencing Options
- Sentencing Considerations and Deciding on a Sentence

Nov. 5 (Tues) Exam

Second

Before Class:

1. Examine the review questions (on D2L), review your notes on lecture / class material, D2L lessons, and videos.

Agenda:

- Second Exam

Nov. 7 (Thurs) Time	Synthesis Project – In Class
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Synthesis Project: The Courts Role and Involvement with the Accused – submit via the drop box in D2L by midnight

Before Class:

1. Ideally have the second portion of your synthesis project pulled together. Identify areas where you need clarity from me.

Agenda:

- A working class for the synthesis project - Bring your questions!

Nov. 12 (Tues) Plan	Assess, Classify & Correctional
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Before Class:

1. Griffiths Chapter 11
2. D2L - Read *Unit 9: Lesson 1. Inmate Assessment and Process*
 - o Griffiths pp. 339-40
3. D2L - Read *Unit 9: Lesson 2. Security Classification and Inmate Placement*
4. D2L - Read *Unit 9: Lesson 3. Correctional Programming*
 - o Griffiths pp. 318-30, 339-47, Research File 11.1
5. At Issue 11. 1 Should Governments initiate/expand harm reduction programs in prisons?

Agenda:

- Intake Assessment and Process
- Security Classification and Inmate Placement
- Correctional Programs

Nov. 14 (Thurs)	Correctional Plan
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Before Class:

1. D2L – Read *Unit 9: Lesson 4. Release Calculations*
 - o Griffiths, pp. 360-61, Corrections File 12.1
2. D2L – Read *Unit 9: Lesson 5. Correctional Plan*
 - o Griffiths, p.340

Agenda:

- Release Calculations
- Correctional Plan

Nov. 19 (Tues)	Doing Time
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Before Class:

1. D2L – Read *Unit 10. Lesson 1. Doing Time*
 - o Griffiths, pp. 330-38, Corrections File 11.3, and review pp. 318-30.

Agenda:

- Doing Time

Nov. 21 (Thurs)

Release Mechanisms

Before Class:

1. D2L – Read *Unit 11: Lesson 1. Parole Application Process*
 - o Griffiths, pp. 362-64, Figure 12.2
2. D2L – Read *Unit 11: Lesson 2. Parole Board Hearings*
 - o Griffiths, pp. 364-73, Corrections File 12.3

Agenda:

- Parole Application Process
- Parole Board Hearings

Nov. 26 (Tues)

Synthesis Project – In Class

Time

Before Class:

2. Ideally have the third portion of your synthesis project pulled together. Identify areas where you need clarity from me.

Agenda:

- A working class for the synthesis project - Bring your questions!

Nov. 28 (Thurs)

Community

Reintegration

Before Class:

1. D2L – Read *Unit 11: Lesson 3. Community Supervision and Re-integration*
 - o Griffiths, pp. 373-90, Research File 12.1, Corrections File 12.4 and 12.5

Agenda:

- Community Supervision and Reintegration

Dec. 3 (Tues)

Freedom

Before Class:

1. Write your final, polished, professional version of the Synthesis project. It is due today! Bring it to class to hand in.

Agenda:

- One Hundred Days of Freedom

Dec. 5 (Thurs)

Wrap

Up

Agenda:

- Wrap up Course
- Preparation for final exam

5. Basis of Student Assessment (Weighting)

- (a) Assignments
 - Synthesis Project (25%)
 - At Issue Assignments (10%)
 - Court Report (5%)
- (b) Exams (51%)
- (c) Other (e.g. Project, Attendance, Group Work)
Participation (9%)

6. Grading System

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

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

Course Completion Requirements

In order to be eligible for a passing grade in this course, you must go to Court and complete the Court report, submit the Synthesis Project, and write the three exams. All written assignments must be submitted before midnight December 5th.

If you have a learning disability or challenge, or require extra time or aids during exams, please see me and/or consult with the support services on campus. Your education and learning matter!

Late Penalty

It is assumed you will submit your assignments on time. I do not accept late assignments. If you do not submit the Synthesis Project on time, then you will need to decide on the appropriate consequence. **All assignments are due on the dates (and before class) as set out in this syllabus.**

Assignments and Deadlines

All exams must be written at the time and date set out in this syllabus. The only exception is a medical note. You **MUST** inform the instructor before the exam date if there is another unexpected, justifiable reason for not writing the exam as set.

Written Assignment Requirements

All At Issue assignments and the Synthesis Project must be typed and formatted with APA style (font, size, margins, line spacing). See the Guideline for academic papers outlined in the CJ Writing Reference Manual. This is practice for those of you enrolled in the CJ Program or are in programs where APA is the default format for written work.

Email

It is your responsibility to have an email address connected to your Camosun account / D2L that you check daily. This applies to notifications from instructors, Chairs, Office of the Dean, and the Registrar's office.

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.