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Printed: 20 November 2022, 10:00AM

The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

1. General Course Information

1.1 Course Details

COURSE CODE	1013CCJ
COURSE TITLE	Introduction to Criminology and Criminal Justice
ACADEMIC ORGANISATION	CCJ School of Criminology and Criminal Justice
TRIMESTER	Trimester 3 2022
MODE	Online
LEVEL	Undergraduate
LOCATION	Online
CREDIT POINT VALUE	10

Course Description:

This course introduces students to the disciplines of criminology and criminal justice. It begins with an examination of the nature of crime and how it is defined and measured in contemporary society. The course then provides an overview of the impact of criminological theories on our understanding of crime problems and the implications for criminal justice responses. Prerequisites: NIL Co-requisites: NIL Incompatible: 1005CCJ An Introduction to Crime, CCJ15 An Introduction to Crime and CCJ113 Introduction to Criminology and Criminal Justice

1.2 Course Introduction

Welcome to the study of crime and criminal justice. This is a core course in the foundation year in Criminology and Criminal Justice, and leads on to the second and third year courses, particularly the second year theory courses. A major part of the course is focused on the dimensions of crime and the way crime is shaped by a range of personal and social characteristics. For example, we explore the relationship between crime and social class (including corporate and white collar crime), the links between youth and crime, the relationship between gender and crime, and the reasons for the huge over-representation of indigenous people in all parts of the criminal justice system in Australia.

Importantly, the course also explores the main criminological theories that have shaped how we understand why crime occurs, which have direct implications for how we reduce crime. These theories include structure and process theories (anomie and strain, social disorganisation and environmental); individual difference theories (control, learning, biological and psychological and developmental) and meaning making theories (conflict and critical, labelling and interaction).

Contact Summary

Delivery of this course for on-campus students has been adjusted to ensure we maximise the health and safety of students (and staff). In 2022, on-campus students will follow a blended model, in which they will attend campus for tutorials, however lectures will be delivered online. For online students, both the tutorials and lectures will be online.

The course is conducted on-campus (Mt Gravatt and Gold Coast) and online. Online resources are provided to all students through Learning@Griffith. This includes recorded lectures, additional course content, information about assessment and assessment results. All communication between teaching staff and students is through Learning@Griffith and student emails. It is important for you to regularly check Learning@Griffith and your student email.

On-campus students

On-campus students will be expected to (1) attend a 1.5 hour tutorial (commencing week 1), which will primarily involve team or problem-based learning and provide students with opportunities to apply some of the content, (2) engage in student-led study after the tutorial, where they will consume course content (readings etc), engage in activities and prepare assessments, and (3) log-on and attend a 1.5 hour online lecture which will focus on the core content for each week,

Regular class attendance is expected. Students who believe that they will be unable to attend regularly in person should enrol as online students at the outset of the course.

Online students

On-campus students will be expected to (1) log-on and attend a 1.5 hour online tutorial (commencing week 1), which will primarily involve team or problem-based learning and provide students with opportunities to apply some of the content, (2) engage in student-led study after the tutorial, where they will consume course content (readings etc), engage in activities and prepare assessments, and (3) log-on and attend a 1.5 hour online lecture which will focus on the core content for each week.

Previous Student Feedback

Students appreciated having new topics each week and commented that the structure of the class included class participation. Students enjoyed discussions that demonstrated the relevance of criminology and criminal justice in the real world. Other students commented that it is a great way to begin the Criminology degree.

1.3 Course Staff

Primary Convenor **Miss Carley Ruiz**

EMAIL	c.ruiz@griffith.edu.au
CAMPUS	Gold Coast Campus
BUILDING	Academic 2 (G06)

1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

This course has been designed with the aim of expanding your knowledge about the nature of crime, who commits it, how crime can be explained, and how we respond to crime. The course is deliberately designed to challenge stereotypes about crime and justice, and to make you think seriously about why our society spends so much time and money responding to and attempting to prevent crime. Different ways of understanding the causes of crime are examined and implications considered for prevention.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Appraise historic and contemporary definitions and measurements of crime
- 2 Identify and apply relevant theoretical frameworks for interpreting and intervening in crime
- 3 Identify how social contexts have consequences for the operations of the criminal justice system and reflect on how changing values and beliefs interact with individual and societal approaches to crime
- 4 Employ reflective and empathetic communication skills to recognise and appropriately respond to different contexts and stakeholder groups
- 5 Interrogate sources and uses of information to determine its utility in criminal justice decision-making

2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•	•	•

Additional Course Information on Graduate Attributes

Students are required to address all Learning Outcomes to successfully complete the course.

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students include:

Readings: From the reading list, students can access Required and Recommended Learning Resources through direct links to articles, ebooks, databases, websites, the Library catalogue and digitised readings in one convenient place. Students can also prioritise their readings, add personal study notes, and export citations.

Learning@Griffith: There is a dedicated page for this course at myGriffith.

Student Support: Provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

Careers and Employment: The team provides Career Wellbeing, Career Planning and Decision Making, Finding Jobs, Skills Identification and Development, Graduate Employment Information, LinkedIn Profile Review, Interview Preparation, Online Psychometric and Aptitude Test Preparation, International Student Support, Disability Disclosure Strategies and Higher Degree

Research (HDR) Career Consultations.

[Library](#): The Library provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. The Library works in collaboration with the academic community to achieve academic and research outcomes.

[Student Computing](#): The University provides access to common use computing facilities for educational purposes.

[Griffith Information Technology Code of Practice](#).

[Academic Integrity Tutorial](#): This tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Academic Integrity Declaration

Breaches of academic integrity seriously compromise student learning, as well as the academic quality of the University’s programs. All breaches of academic integrity are taken seriously.

By enrolling in this course and submitting assessment, I agree that:

- I have read the [Institutional Framework for Promoting Academic Integrity among Students](#) and the [Student Academic Misconduct Policy](#).
- Except where indicated through references/citations, all assessment submitted will be my own work, based on my personal study and/or research.
- I will not collude with another student or person in the production of assessment in this course unless group work and collaboration is an expectation of the assessment item.
- No assessment item has been submitted for assessment in any other course at Griffith, or at any other University or at any other time in the same course without the permission of the relevant Course Convenor.
- I will not copy in part or in whole or otherwise plagiarise the work of other students and/or other persons.
- I will not make any of my assessment in this course available to another student, without the permission of the Course Convenor.
- In the case of online quizzes and examinations, I will only access the materials permitted in the exam instructions and limit my internet usage to what is needed to take the exam.

I accept that should I be found to be in breach of the non-disclosure provision identified above, action will be taken under the [Student Academic Misconduct Policy](#). Penalties may include failing the course or exclusion from the University.

I also **acknowledge** and agree that the course convenor may:

- Give access to assessment to another Griffith staff member for the purpose of marking.
- Submit assessment items to a text-matching service. This web-based service will retain a copy of any assessment item for checking the work of other students but will not reproduce it in any form.
- Use assessment items for the purposes of moderation, or as exemplars, according to University policies.

3.5 Other Learning Resources & Information

UNIVERSITY SUPPORT RESOURCES

The University provides many support services to assist students in their studies:

[Thrive Online](#)

[Study Skills](#)

[Student Support Services](#).

4. Teaching & Learning Activities

4.1 Learning Activities

Part I: CCJ as a Discipline

Week Commencing	Activity	Learning Outcomes
7 Nov 22	Module 1: (Workshop): What is criminology? What is criminal justice?	3, 4, 5
7 Nov 22	Module 1: (Lecture): What is criminology? What is criminal justice?	3, 4, 5
14 Nov 22	Module 2: (Workshop): How is crime defined and measured? And why does it matter?	1, 3, 4
14 Nov 22	Module 2: (Lecture): How is crime defined and measured? And why does it matter?	1, 3, 4
21 Nov 22	Module 3: (Lecture): How common is crime? Who are the perpetrators? Who are the victims?	1, 4, 5
21 Nov 22	Module 3: (Workshop): How common is crime? Who are the perpetrators? Who are the victims?	1, 4, 5

Part II: Structure and Process Theories

Week Commencing	Activity	Learning Outcomes
28 Nov 22	Module 4: (Workshop): Is crime a way to help get what we want?	2, 3, 5
28 Nov 22	Module 4: (Lecture): Is crime a way to help get what we want?	2, 3, 5
5 Dec 22	Module 5: (Workshop): Why do some communities have more crime than others?	2, 3, 5
5 Dec 22	Module 5: (Lecture): Why do some communities have more crime than others?	2, 3, 5
12 Dec 22	Module 6: (Workshop): Does the physical environment affect crime?	2, 3, 5
12 Dec 22	Module 6: (Lecture): Does the physical environment affect crime?	2, 3, 5

Part III: Individual Difference Theories

Week Commencing	Activity	Learning Outcomes
19 Dec 22	Module 7: (Workshop): Why doesn't everyone commit crime?	2, 3, 5
19 Dec 22	Module 7: (Lecture): Why doesn't everyone commit crime?	2, 3, 5
9 Jan 23	Module 8: (Workshop): How do people learn to be criminals?	2, 3, 5
9 Jan 23	Module 8: (Lecture): How do people learn to be criminals?	2, 3, 5
16 Jan 23	Module 9: (Workshop): Are offenders made or born?	2, 3, 5
16 Jan 23	Module 9: (Lecture): Are offenders made or born?	2, 3, 5
23 Jan 23	Module 10: (Workshop): Why does offending change over the life course?	2, 3, 5
23 Jan 23	Module 10: (Lecture): Why does offending change over the life course?	2, 3, 5

Part IV: Meaning-Making Theories

Week Commencing	Activity	Learning Outcomes
30 Jan 23	Module 11: (Workshop): Who decides what is criminal and does it matter?	2, 3, 5
30 Jan 23	Module 11: (Lecture): Who decides what is criminal and does it matter?	2, 3, 5
6 Feb 23	Module 12: (Workshop): How does the criminal justice system respond to crime?	2, 3, 5
6 Feb 23	Module 12: (Lecture): How does the criminal justice system respond to crime?	2, 3, 5

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
<i>Test or quiz</i> 4 Online Quizzes	25 Nov 22 17:00 - 17 Feb 23 17:00 Each quiz due one week after each module is completed, once started completed in 60 minutes	40%	40 marks	1, 2, 3	
<i>Assignment - Written Assignment</i> Assessment 2: Scenario Based Problem	23 Jan 23 08:55 - 23 Jan 23 08:55 1400-1600 words	40%	100 marks	2, 4, 5	
<i>Assignment - Written Assignment</i> Assessment 3: Reflection Short Answers	13 Feb 23 08:55 - 13 Feb 23 08:55 500-600 words	20%	20 marks	1, 2, 3, 4, 5	

5.2 Assessment Detail

Title: 4 Online Quizzes

Type: Test or quiz

Learning Outcomes Assessed: 1, 2, 3

Due Date:

25 Nov 22 17:00 - 17 Feb 23 17:00 Each quiz due one week after each module is completed, once started completed in 60 minutes

Weight: 40%

Marked out of: 40

Task Description:

For your first assessment item, you will be required to individually complete online quizzes on the course Learning@Griffith site. There will be four quizzes across the trimester, corresponding with the four Parts (I through IV) of the course.

Each quiz includes 20 multiple choices questions (with four response options for each)

Each quiz will be available for students to complete for one week, and you may choose any time within this window to complete. The quiz has a timer of 60 minutes (roughly 3 minutes per question) and must be completed in one sitting (that is, you cannot exit and re-enter the quiz). Students will be given time warnings and the quiz will be submitted if the timer runs out before students are finished.

The quiz will open at the end of each Part of the course, in Weeks 3, 6, 10, and 12. Each quiz must be completed no later than one week later.

The link to access the quiz will become available on the course site once the quiz window opens. You can access the quiz by clicking on the "Assessment" tab from the left-hand navigation pane, and then clicking on the "Online Quiz" hyperlink from the assessment table.

The quiz is "open book", meaning that you are able to use your course material, the internet, or any other resources while completing the quiz. However, you may not work alongside other students in the course (or before/after the quiz in an effort to aid one another; note that this violates Griffith University's academic integrity policy on collusion).

Additionally, because the quiz is timed, you should be mindful that you will not have ample time to look up the answers to each of the questions. With roughly three minutes to answer each question, you are encouraged to study the course materials before you sit for each quiz to limit the degree of searching that you will have to undertake.

Criteria & Marking:

This assigned task is assessing students' abilities to audit the course information when answering the questions. The assessment further allows the teaching staff to audit students' comprehension of the foundational course materials, developing remedial strategies for revisiting content areas as required.

Each quiz is automatically graded, so you will be able to view your score immediately following submission. The quiz questions are equally weighted (i.e. one question is worth one-half mark), with each quiz contributing toward 10% of your overall grade in the course (40% total summing the four online quizzes).

Submission: Via the 'Assignments' tool in Learning@Griffith.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

Title: Assessment 2: Scenario Based Problem

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 2, 4, 5

Due Date:

23 Jan 23 08:55 - 23 Jan 23 08:55 1400-1600 words

Weight: 40%

Marked out of: 100

Task Description:

For the second assessment, students are required to respond to four criminology and criminal justice problems with short essay answers (350 - 400 words each). Each response will take the provided problem and apply the given theoretical framework for explaining the occurrence of that problem and recommendations for solutions, drawn from the course content and available empirical evidence.

Each question has a limit of between 350 and 400 words. You may not write less than 350 words, or more than 400 words for each question. The cover page and reference list are not included in the word limits; however, in-text citations do count toward the word limit per question.

Each of the four questions/scenarios will include a crime/justice problem and the theoretical framework to be used in addressing that problem.

The four questions/scenarios will be provided on the course Learning@Griffith site.

While traditional essay structures are not expected for each question/response (e.g. an introductory paragraph), you must still use topical, transition, and summary statements to orient the reader.

The assessment must be submitted as one document; this document will include the cover page, the essay, and a list of cited references. Students must use the template for this assessment (available on the course Learning@Griffith site). Each response should adhere to APA (American Psychological Association) style, particularly in relation to the format of your citations and references.

Where appropriate, students must incorporate empirical, peer-reviewed references into their writing. These resources can include readings introduced in the course, although students should also pursue a broader incorporation of the literature that is specific to the topic of each question. Research support should be integrated into the essay response (that is, the references must be substantively presented within the answer and not simply placed as an appended parenthetical citation).

Prior to submission, you should ensure that the final product is free from spelling and grammatical errors, enhances readability, is logically defensible, adheres to the assessment instructions, and wholly responds to the questions.

Criteria & Marking:

Each question will be marked out of 25, totaling 100 marks (40% of overall grade).

Criteria	Mark
Proficiently Describes Theory	/10
Accurately Conceptualises and Applies Theory	/10
Presentation, writing and referencing	/5

More information on the marking criteria will be available on learning@griffith,

Marks and Feedback

Marks and feedback are generally released 2 – 3 weeks after the due date. Marks for papers submitted late will be released as they become available, generally within 2 – 3 weeks of submission. The feedback will appear in 3 different locations:

1. Quick Mark comments – located directly on your paper.
2. General comments – these appear to the right of your marked paper when the comments tab is open.
3. Grading form/rubric

Submission: Text Matching Tool - Turnitin. The short answer assessment must be submitted through Turnitin. Further information is available in the assessment instructions posted on the course Learning@Griffith site.

This assessment item:

- is a school based activity
 - is an individual activity
 - does not include a self assessment activity
 - does not have a resubmission provision
-

Title: Assessment 3: Reflection Short Answers

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2, 3, 4, 5

Due Date:

13 Feb 23 08:55 - 13 Feb 23 08:55 500-600 words

Weight: 20%

Marked out of: 20

Task Description:

For this assessment item students will respond to two questions reflecting on: (1) their experience of what they have learned in the course and (2) their experience of working in a group during workshop activities.

The specific questions to be responded to will be provided on the course Learning@Griffith site.

Each question has a limit of between 250 and 300 words. You may not write less than 250 words, or more than 300 words for each question.

As this is a personal reflection activity references are not required.

The assessment must be submitted as one document and include the cover page.

Criteria & Marking:

The following criteria will be used :

- Identifies significant learning activities, concepts and explains them accurately = **2 marks**
- Relates significant learning activities and concepts to own perspectives and experiences = **4 marks**
- Explain how your own perspective and viewpoints have changed as a result of the learning activities = **3 marks**
- Relies on independent research and writes clearly = **1 mark**

Further information will be provided on the course Learning@Griffith site.

Marks and Feedback

Marks and feedback are generally released 2 – 3 weeks after the due date. Marks for papers submitted late will be released as they become available, generally within 2 – 3 weeks of submission. The feedback will appear in 3 different locations:

1. Quick Mark comments – located directly on your paper.
2. General comments – these appear to the right of your marked paper when the comments tab is open.
3. Grading form/rubric

Submission: Text Matching Tool - Turnitin. The short answer assessment must be submitted through Turnitin. Further information is available in the assessment instructions posted on the course Learning@Griffith site.

This assessment item:

- is a school based activity
 - is an individual activity
 - does not include a self assessment activity
 - does not have a resubmission provision
-

5.3 Late Submission

For all courses (other than Honours Dissertation Courses): Refer to the [Assessment Procedure for Students](#).

For all Honours Dissertation courses: Enrolment in an Honours degree shall be cancelled and the candidature terminated if the candidate fails to lodge their Honours dissertation by the prescribed date including any approved extensions.

5.4 Other Assessment Information

Supplementary Assessment is available in this course.

Supplementary assessment may be awarded if you have submitted all the assessment requirements of the course, and you have received a grade of 3 or have achieved an overall percentage equivalent to the grade of 3 or higher, but you have not achieved a pass or the required minimum mark in one or more mandatory pass components of the course.

You are allowed one attempt at a supplementary assessment item per course per trimester. If you gain a pass mark for your supplementary assessment item, you will be awarded a grade of 4.

Where you do not achieve a pass mark for the supplementary assessment item, the original grade of 3 for the course will remain, except for courses using the Medical School grading basis where a non-graded fail (NGF) is awarded.

Please see the [Assessment Procedure for Students](#) for more information.

Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

The University's policies can be found in the [Griffith Policy Library](#).

Specific assessment policies include:

- [Assessment Policy](#)
- [Assessment Procedure for Students](#)

CCJ School of Criminology and Criminal Justice

Assessment Guidelines

The American Psychological Association (APA) Referencing Style is the preferred standard for this course.

6.2 Other Policies and Guidelines

University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the [Learning@Griffith](#) website. Additional information regarding the content of this course may be published on the [Learning@Griffith](#) website.

Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#). Links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health, Safety and Wellbeing Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)
- [Students with Disabilities Policy](#)

Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

Learning Outcomes

After successfully completing this course you should be able to:

- 1 Appraise historic and contemporary definitions and measurements of crime
- 2 Identify and apply relevant theoretical frameworks for interpreting and intervening in crime
- 3 Identify how social contexts have consequences for the operations of the criminal justice system and reflect on how changing values and beliefs interact with individual and societal approaches to crime
- 4 Employ reflective and empathetic communication skills to recognise and appropriately respond to different contexts and

stakeholder groups

5 Interrogate sources and uses of information to determine its utility in criminal justice decision-making

Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES				
	1	2	3	4	5
Module 1: (Lecture)			●	●	●
Module 1: (Workshop)			●	●	●
Module 2: (Lecture)	●		●	●	
Module 2: (Workshop)	●		●	●	
Module 3: (Lecture)	●			●	●
Module 3: (Workshop)	●			●	●
Module 4: (Lecture)		●	●		●
Module 4: (Workshop)		●	●		●
Module 5: (Lecture)		●	●		●
Module 5: (Workshop)		●	●		●
Module 6: (Lecture)		●	●		●
Module 6: (Workshop)		●	●		●
Module 7: (Lecture)		●	●		●
Module 7: (Workshop)		●	●		●
Module 8: (Lecture)		●	●		●
Module 8: (Workshop)		●	●		●
Module 9: (Lecture)		●	●		●
Module 9: (Workshop)		●	●		●
Module 10: (Lecture)		●	●		●
Module 10: (Workshop)		●	●		●

LEARNING ACTIVITIES	LEARNING OUTCOMES				
	1	2	3	4	5
Module 11: (Workshop)		●	●		●
Module 11: (Lecture)		●	●		●
Module 12: (Workshop)		●	●		●
Module 12: (Lecture)		●	●		●
ASSESSMENT TASKS					
4 Online Quizzes	●	●	●		
Assessment 2: Scenario Based Problem		●		●	●
Assessment 3: Reflection Short Answers	●	●	●	●	●

Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•		
Culturally capable when working with First Australians			
Effective in culturally diverse and international environments			