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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	2022CCJ
COURSE TITLE	Youth, Crime and Justice
ACADEMIC ORGANISATION	CCJ School of Criminology and Criminal Justice
TRIMESTER	Trimester 1 2024
MODE	Online
LEVEL	Undergraduate
LOCATION	Online
CREDIT POINT VALUE	10

Course Description:

This course explores the historical, sociological and criminological context of youth offending and youth justice. Students will become familiar with age-related crime and anti-social behavioural patterns, as well as current theoretical and empirical debates about how these patterns can be explained. In light of our understanding about youth and crime, students will be encouraged to critically examine how we respond to young people's antisocial behaviour and offending, with particular attention to youth justice. Through this, young peoples' experiences with the branches of the youth criminal justice system are explored. Consideration is given to the legislation governing approaches to young people and crime. Prior Assumed: NIL. Prerequisites: NIL. Incompatible: CCJ37 Youth Justice, 3015CCJ Youth Justice.

1.2 Course Introduction

In recent years, youth justice has received considerable media attention and public interest. It is also an area of the criminal justice system that has experienced significant change – although some changes have had greater impact than others. Nevertheless, topics related to youth and crime surround public and political debate with much attention paid to how the system ought to respond to young people who break the law and how to better prevent youth offending. Not surprisingly, the answers to these questions are complex and necessitate broader responses beyond the criminal justice. This course explores these questions and encourages students to consider the social, political and criminological factors that relate to how young people come into contact with the criminal justice system. It further explores youth victims of crime and the importance of looking at intersectionality when examining antisocial behaviour and young people's experiences with the justice system.

This course is a seminar class conducted on campus (Mt Gravatt and Gold Coast) and Online. Students are expected to attend their enrolled class each week. Online resources are provided to all students through Learning@Griffith. This includes readings, recorded lectures, additional course content, information about assessment and assessment results. All communication between teaching staff and students is through Learning@Griffith and announcements that are emailed to student accounts. Consequently, it is important for you to regularly check Learning@Griffith and your student email.

On-campus students

On-campus class contact commences in week 1 and consists of a three-hour workshop where focus is on providing key content (lecture component) and discussion of important concepts and topics. As such, course readings should be completed prior to class to ensure students are prepared to actively engage in the seminar. Regular class attendance is expected. Students who believe that they will be unable to attend regularly should enrol as online students at the outset of the course.

Online students

Timetabled online class contact commences in week 2 and involves a weekly online tutorial. These tutorials will follow on from the recorded lecture available on Friday of the previous week. Students are expected to have reviewed the lecture material and completed relevant readings to ensure active engagement in the tutorial. All tutorials will be recorded.

Previous Student Feedback

Trimester 1 2024 is the first offering of this course, therefore there is no previous student feedback.

1.3 Course Staff

Primary Convenor **Dr Natasha Madon**

PHONE	37351129
EMAIL	n.madon@griffith.edu.au
CAMPUS	Mt Gravatt Campus
BUILDING	Social Sciences (M10)
ROOM	3.31
CONSULTATION	Gold Coast campus convenor Consultations by appointment

Campus Convenor **APro Troy Allard**

PHONE	37355649
EMAIL	t.allard@griffith.edu.au
CAMPUS	Gold Coast Campus
BUILDING	Academic 2 (G06)
ROOM	3.14e
CONSULTATION	Online campus convenor Consultation by appointment

Campus Convenor **Mr Kerry Wimshurst**

PHONE	37355674
EMAIL	k.wimshurst@griffith.edu.au
CAMPUS	Mt Gravatt Campus
BUILDING	Social Sciences (M10)
ROOM	3.32
CONSULTATION	Mount Gravatt campus convenor Consultation by appointment.

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.

Additional Timetable Information

Timetables are available on [the Griffith Timetables website](#).

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.

1.6 Technical Specifications

Minimum technical requirements for studying online at Griffith can be found at: <https://www.griffith.edu.au/about-griffith/campuses-facilities/digital/it-requirements>

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

This course is designed to assist students to understand youth offending and social responses to it. While youth and adult criminal justice share some dimensions, the theories, processes and practices which relate to the world of young people present special challenges for practitioners and policy-makers. For example, youth justice has always been an area where, in practice, there are tensions between enforcing the law on the one hand and, on the other, caring for the welfare of young persons and their families. This course will investigate these various competing professional perspectives and pressure points.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Articulate the historical and sociological concepts of childhood, youth, and the development of youth justice.
- 2 Appraise evidence about the nature and patterns of youthful offending and criminological theories that explain youth crime.
- 3 Apply theoretical understandings and empirical evidence to real world youth crime problems.
- 4 Conduct research and draft findings to a professional standard.
- 5 Develop a presentation on youth justice policy which recommends changes.

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	•		
Culturally capable when working with First Australians	•		
Effective in culturally diverse and international environments	•		

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 - Provides guidance to all users of Griffith University Information Technology.

Academic Integrity Module: This module will help you to understand the principles around integrity and will set you up for success at University and in the workplace. It will take approximately 15 minutes to complete. It is strongly encouraged that you complete it by the end of the first trimester of study.

Academic integrity student tutorial: This tutorial helps you understand more about academic integrity and why it is important. You will learn about the types of academic misconduct and the University's policies.

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 [Student Academic Integrity Policy](#) and the [Student Breaches of Academic Integrity Procedure](#).
- 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 Integrity 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

Student 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

Week Commencing	Activity	Learning Outcomes
4 Mar 24	Week 1 (Workshop): Introduction to Youth Justice in Australia	1, 2
11 Mar 24	Week 2 (Workshop): Nature of Youth Crime	1, 2, 3
18 Mar 24	Week 3 (Workshop): Understanding Youth Offending	1, 2, 3
25 Mar 24	Week 4 (Workshop): Victims of Youth Crime	1, 2, 3
8 Apr 24	Week 5 (Workshop): Policing Young People	1, 2, 3
15 Apr 24	Week 6 (Workshop): Youth Justice System Responses	1, 2, 3
22 Apr 24	Week 7 (Workshop): Evidence-based Interventions	1, 2, 3
29 Apr 24	Week 8 (Workshop): Diverse Groups and the Youth Justice System	1, 2, 3
6 May 24	Week 9 (Workshop): Cross-cultural Perspectives	1, 2, 3
13 May 24	Week 10 (Workshop): Crime Prevention and Program Evaluation	1, 2, 3
20 May 24	Week 11 (Workshop): Media, Technology and Young People	1, 2, 3
27 May 24	Week 12 (Workshop): Contemporary Issues and Future Directions	1, 2, 3

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>Assignment - Written Assignment</i> Media Critique	8 Apr 24 23:55 1000 words	30%	100 marks	1, 2, 3	
<i>Assignment - Written Assignment</i> Ministerial Brief	13 May 24 23:55 1500 words	40%	100 marks	2, 3, 4	
<i>Presentation - technical or professional</i> Recorded Presentation of Brief	27 May 24 23:55 10 minutes	30%	100 marks	2, 3, 4, 5	

5.2 Assessment Detail

Title: Media Critique

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2, 3

Due Date:

8 Apr 24 23:55 1000 words

Weight: 30%

Marked out of: 100

Task Description:

Students will be tasked with finding a recent Australian media article or news story on young people and crime. Students will critically analyse the article/story, applying course content and readings from Weeks 1-5. In analysing the article, students should:

- 1) Briefly summarise the article/story;
- 2) Identify key assumptions about youth and/or perspectives on young people presented in the article/story;
- 3) Draw on relevant readings and course content from Weeks 1 through 5 to support or refute the argument made in the media source.

Criteria & Marking:

Students will be assessed on the: summary of the article/news story, quality of critical analysis, application of relevant course content, strength of evidence used to support their claim, and presentation and referencing.

Submission: Via the 'Assignments' tool in Learning@Griffith. Text Matching Tool - Turnitin.

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: Ministerial Brief

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 2, 3, 4

Due Date:

13 May 24 23:55 1500 words

Weight: 40%

Marked out of: 100

Task Description:

For this assessment, students will select a key youth justice policy issue covered in the course (for example, age of criminal responsibility, use of diversion for young people, trauma informed practice, and others) and recommend a policy change to the Minister on that issue. Students will: outline the current policy and rationale; state their recommendations and explain the rationale of their recommendations based on relevant literature and empirical evidence; and discuss the implications of the proposed recommendations.

Criteria & Marking:

Students will be assessed on: the description of the current youth policy and rationale for that policy; quality of critical analysis; relevance of recommendations and empirical evidence to support these recommendations; as well as referencing, presentation and length of assignment.

Submission: Via the 'Assignments' tool in Learning@Griffith. Text Matching Tool - Turnitin.

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: Recorded Presentation of Brief

Type: Presentation - technical or professional

Learning Outcomes Assessed: 2, 3, 4, 5

Due Date:

27 May 24 23:55 10 minutes

Weight: 30%

Marked out of: 100

Task Description:

Students will design and record a Power Point presentation based on the key elements of their Ministerial brief (Assessment #2). This is not a reading of the Ministerial brief, but rather, students are expected to provide a succinct discussion of the key points raised in the brief. Emphasis should also be placed on presenting the information in a way that is interesting and makes it easy to follow. Recorded presentations will be approximately 6-8 minutes long and submitted for review.

Criteria & Marking:

Students will be assessed on clarity and coherence of the content; thoroughness of the ideas presented; effective use of research/evidence to support claims made; design of slides, and overall presentation and length of the recorded presentation.

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
-

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 not available for this course.

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](#)
- [Student Conduct Safety and Wellbeing](#)
- [Enrolment Policy](#)
- [Student Charter Framework](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedure](#)
- [Student Complaints Policy](#)
- [Students with Disabilities Policy](#)

Other Course Guidelines

Students should refer to the course's Learning@Griffith site for further information about this course

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 Articulate the historical and sociological concepts of childhood, youth, and the development of youth justice.
- 2 Appraise evidence about the nature and patterns of youthful offending and criminological theories that explain youth crime.
- 3 Apply theoretical understandings and empirical evidence to real world youth crime problems.
- 4 Conduct research and draft findings to a professional standard.
- 5 Develop a presentation on youth justice policy which recommends changes.

Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES				
	1	2	3	4	5
Week 1 (Workshop)	●	●			
Week 2 (Workshop)	●	●	●		
Week 3 (Workshop)	●	●	●		
Week 4 (Workshop)	●	●	●		
Week 5 (Workshop)	●	●	●		
Week 6 (Workshop)	●	●	●		
Week 7 (Workshop)	●	●	●		
Week 8 (Workshop)	●	●	●		
Week 9 (Workshop)	●	●	●		
Week 10 (Workshop)	●	●	●		
Week 11 (Workshop)	●	●	●		
Week 12 (Workshop)	●	●	●		
ASSESSMENT TASKS					
Media Critique	●	●	●		
Ministerial Brief		●	●	●	
Recorded Presentation of Brief		●	●	●	●

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	•		