



CRIM11001 Foundations of Criminology and Criminal Justice

Term 1 - 2019

Profile information current as at 07/05/2024 08:33 am

All details in this unit profile for CRIM11001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit introduces you to the basic elements of criminology and criminal justice. The nature and trends associated with crime are examined, together with how it relates to dimensions such as social class, age, gender and ethnicity. You will examine crime in the context of contemporary criminology theory. This unit also introduces you to the institutional response to Criminal Justice in Australia, how society responds to offensive behaviour and the roles of key agencies and individuals within the justice system.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2019

- Bundaberg
- Online
- Rockhampton
- Townsville

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**

Weighting: 15%

2. **Written Assessment**

Weighting: 35%

3. **Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Describe how crime is classified, measured and analysed
2. Analyse basic criminology theories and how they relate to criminal activity
3. Explain the roles of individuals and key agencies within the justice system
4. Examine the societal and institutional responses to criminal justice in Australia.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 15%	•	•	•	
2 - Written Assessment - 35%		•		
3 - Written Assessment - 50%			•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence				
8 - Ethical practice				•
9 - Social Innovation			•	
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 15%			•	•						
2 - Written Assessment - 35%	•	•	•							

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
3 - Written Assessment - 50%	•	•	•							

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Anne Ferguson Unit Coordinator
a.ferguson@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to unit	Australian Institute of Criminology 2006. Australian crime: facts and figures 2005. Canberra: Australian Institute of Criminology http://www.aic.gov.au/publications/facts/2005/index.html	
Organisation of the course	Carcher, C.(1997), <i>Reporting Crime to the Police, Trend and crimes in Criminal Justice,, Australian Institute of Criminology,</i> https://aic.gov.au/publications/tandi/tandi68	
What is crime and criminal justice? Who are the victims and offenders?	Davis B., Dossetor K.,(2010), (Mis)perceptions of crime in Australia, <i>Trends and Issues in crime and criminal justice No, 396</i> , Australian Institute of Criminology, https://aic.gov.au/publications/tandi/tandi396	
Trends and levels of crime	Gray E., Jackson J., Farrall S.,(2011) FEELINGS AND FUNCTIONS IN THE FEAR OF CRIME: Applying a New Approach to Victimization Insecurity, <i>The British Journal of Criminology, Vol 51, No 1</i> pp. 75-94, Oxford University Press. Oxford https://www.jstor.org/stable/23640338	
	Queensland Police, My police Townsville, Queensland Police Statistics, Queensland Police Service, Brisbane https://mypolice.qld.gov.au/townsville/queensland-crime-statistics/	
	Weatherburn D.(2001).What causes crime?, <i>Contemporary Issues in Crime and Justice Bulletin 54</i> , New South Wales Bureau of Statistics and Research, New South Wales. https://www.bocsar.nsw.gov.au/Documents/CJB/cjb54.pdf	

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Social problems- criminal or social? Sociological theories of crime Social perspectives on crime Offender characteristics	<p>Blumer H.(2014) Social Problems as Collective Behaviour, <i>Social Problems</i>, Volume 18, Issue 3, 1 January 1971, Pages 298-306, https://doi.org/10.2307/799797</p> <p>Cunneen C (2006) Racism, Discrimination and the Over-Representation of Indigenous People in the Criminal Justice System: Some Conceptual and Explanatory Issues, Vol 17No 3 Current Issues Criminal Justice. pp 329-346 https://heinonline.org/HOL/Page?handle=hein.journals/cicj17&div=34&g_sent=1&casa_token=&collection=journals</p> <p>Lizotte A J (1978) Extra-Legal Factors in Chicago's Criminal Courts: Testing the Conflict Model of Criminal Justice, <i>Social Problems</i> Vol. 25, No. 5 (Jun., 1978), pp. 564-580. https://www.jstor.org/stable/800105?seq=1#metadata_info_tab_contents</p> <p>Singer K H (2000) Feminist Perspectives on Female Offending, Women & Criminal Justice, 12:1, 23-51, DOI: 10.1300/J012v12n01_03 https://www.tandfonline.com/doi/pdf/10.1300/J012v12n01_03</p>	

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Psychological theories of crime Individual perspectives on crime	<p>Clark R E (2004) The Classical Origins of Pavlov's Conditioning, Integrative Physiological & Behavioral Science, October-December 2004, Vol. 39, No. 4, pp 279-294 https://link.springer.com/content/pdf/10.1007/BF02734167.pdf</p> <p>Nabavi R T (2012) Bandura's Social Learning Theory & Social Cognitive Learning Theory, research gate. https://www.researchgate.net/publication/267750204_Bandura's_Social_Learning_Theory_Social_Cognitive_Learning_Theory</p> <p>Skinner B F (1963) Operant behaviour, <i>American Psychologist</i>, Vol 18(8), Aug, 1963. pp. 503-515. https://social.stoa.usp.br/articles/0016/2394/Skinner_B_F_Operant_Behavior.pdf</p>	

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Cultural Criminology-media and media representations of crime	<p>Cohen S (2011) Whose side were we on? The undeclared politics of moral panic theory, <i>Crime Media Culture</i> Vol 7:3 pp 237-243, Sage Publishing, California. http://journals.sagepub.com/doi/pdf/10.1177/1741659011417603</p> <p>Ewanation L A, Yamamoto S , Monnink J, Maeder E M(2017) Perceived realism and the CSI-effect, <i>Cogent Social Sciences</i> Vol 3, Cogent OA. https://www.tandfonline.com/doi/pdf/10.1080/23311886.2017.1294446?needAccess=true</p> <p>Ferrell J. (1995). Culture, Crime, and Cultural Criminology, <i>Journal of Criminal Justice and Popular Culture</i> 3 (2) pp25-34, Indiana State University,Indiana. https://www.albany.edu/scj/jcpc/vol3is2/culture.html</p> <p>Giance, D (2017). As live streaming murder becomes the new normal online, can social media be saved? The Conversation, Science and Technology, Sydney. https://theconversation.com/as-live-streaming-murder-becomes-the-new-normal-online-can-social-media-be-saved-76371</p> <p>Weitzer, R., Kubrin, C.E., (2004) Breaking News: How Local TV News and Real-World Conditions Affect Fear of Crime, <i>Justice Quarterly</i> Vol 21(3) pp497- 520, Routledge Publishers, Australia .</p>	Online Quiz opens Monday 9am

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Critical Criminology-Ethnicity race gender and youth Cause and impact of sex, gender, race and ethnicity	<p>Carrington K.,(2013) Girls and Violence: The Case for a Feminist Theory of Female Violence, <i>crime and Justice Journal</i> Vol 2:2 pp 63-79 https://www.crimejusticejournal.com/article/download/693/446</p> <p>Coventry G, Dawes G , Moston S, Palmer D, (2014) <i>Sudanese Australians and crime: Police and community perspectives. Trends & issues in crime and criminal justice</i> No. 477. Australian Institute of Criminology, Canberra. https://aic.gov.au/publications/tandi/tandi477</p> <p>Mouzos J, Thompson S(2000)Gay-Hate Related Homicides: An Overview of Major Findings in New South Wales, <i>Trends and Crime in Criminal Justice</i> No 155, Australian Institute of Criminology, Canberra. https://aic.gov.au/publications/tandi/tandi155</p> <p>Singer K H (2000) Feminist Perspectives on Female Offending, Women & Criminal Justice, Vol12:1, pp 23-51, https://www.tandfonline.com/doi/pdf/10.1300/J012v12n01_03?needAccess=true</p>	Online quiz closes Monday 9am On line Test Due: Week 5 Monday (8 Apr 2019) 9:00 am AEST

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Crime and Deviance- Social construction of crime Gang violence Street crime offences against a person	<p>Batchelor S, Carr A, Elias G, Freiberg K, Hay I, Homel R, Lamb C, Leech M., Teague R., (2006)The Pathways to Prevention project: doing developmental prevention in a disadvantaged community, <i>TRENDS & ISSUES in crime and criminal justice</i> No 323, Australian Institute of Criminology, Canberra. https://aic.gov.au/publications/tandi/tandi323</p> <p>Decker S J,(1996) Collective and Normative Features of Gang Violence, <i>JUSTICE QUARTERLY</i>, Vol. 13 :2, Academy of Criminal Justice Sciences, Albany https://heinonline.org/HOL/Print?collection=journals&handle=hein.journals/jquart13&id=253</p> <p>Klein M W., Weerman F M., Thornberry T P., Street Gang Violence in Europe, <i>European Journal of Criminology</i> Volume 3: 4, pp 413-437, Sage Publications, California. http://journals.sagepub.com/doi/pdf/10.1177/1477370806067911</p> <p>Mugford J.,(2017) Domestic Violence, <i>Violence Today</i> No 2, Australian Institute of Criminology, Canberra https://aic.gov.au/publications/vt/vt02</p> <p>Palmer D.,Warren I.,Miller P.,(2013) ID scanners in the night-time economy: Social sorting or social order?, <i>Trends and Issues in Criminal Justice</i> No 466, Australian Institute of Criminology ,Canberra https://aic.gov.au/publications/tandi/tandi466</p>	

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Crimes of the Powerful: White Collar Crime Corporate crime; financial crimes on-line;	<p>Button M.,Nicholls C M, Kerr J.,Owen R.,(2014) Online frauds: Learning from victims why they fall for these scams, <i>Australian & New Zealand Journal of Criminology</i> Vol 47:3 pp391-408. Sage Publication, London. http://journals.sagepub.com/doi/pdf/10.1177/0004865814521224</p> <p>Holt T J., Burruss G W., Bossler A M., (2010) SOCIAL LEARNING AND CYBER-DEVIANCE: EXAMINING THE IMPORTANCE OF A FULL SOCIAL LEARNING MODEL IN THE VIRTUAL WORLD, <i>Journal of Crime and Justice</i>, Vol 33:2, pp 31-61, Elsevier, Amsterdam https://www.tandfonline.com/doi/pdf/10.1080/0735648X.2010.9721287</p> <p>Leukfeldt E R, Yar M(2016) Applying Routine Activity Theory to Cybercrime: A Theoretical and Empirical Analysis, <i>Deviant Behavior</i>, Vol 37:3, pp 263-280, Routledge, London. https://www.tandfonline.com/doi/pdf/10.1080/01639625.2015.1012409?needAccess=true</p>	

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Victimology Victims and restorative justice: How victims feature in the criminal justice process	Australian Bureau of Statistics (2018) <i>Key Findings 2016-2017</i> http://www.abs.gov.au/ausstats/abs@.nsf/mf/4530.0 Australian Bureau of Statistics (2017) <i>Recorded Crime - Victims, Australia</i> , http://www.abs.gov.au/ausstats/abs@.nsf/mf/4510.0/ Biles D, Braithwaite J, Braithwaite V.,(1979) The Mental Health of the Victims of Crime, <i>International Journal of Offender Therapy and Comparative Criminology</i> Vol 23(2)pp 129-134 https://www.researchgate.net/publication/249626471_The_Mental_Health_of_the_Victims_of_Crime Ruback RB, Clark VA, Warner C (2014) Why Are Crime Victims at Risk of Being Victimized Again? Substance Use, Depression, and Offending as Mediators of the Victimization-Revictimization Link, <i>Journal of Interpersonal Violence</i> Vol 29(1) pp157-185, Sage Publications, California. http://journals.sagepub.com/doi/pdf/10.1177/0886260513504626	

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Policing: public and private policing, community police officers. Police culture systemic practices	Hesketh I, Williams E(2017) A New Canteen Culture: The Potential to Use Social Media as Evidence in Policing https://academic.oup.com/policing/article/11/3/346/3745171 Wallis L, Barker B, Burke H.,(2018) How unearthing Queensland's 'native police' camps gives us a window onto colonial violence, <i>The Conversation, Australia</i> . https://theconversation.com/how-unearthing-queenslands-native-police-camps-gives-us-a-window-onto-colonial-violence-100814 White M D, Escobar G.,(2008) Making good cops in the twenty-first century: Emerging issues for the effective recruitment, selection and training of police in the United States and abroad, <i>International Review of Law, Computers & Technology</i> , Vol 22:1-2, pp119-134, Taylor and Francis, Oxford. https://www.tandfonline.com/doi/full/10.1080/13600860801925045	

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Criminology and the CCJ system Criminal courts and the judiciary functions of courts with an introduction to specialist courts	Anleu S, Mack K.,(2005) Magistrates' Everyday Work and Emotional Labour, <i>Journal of Law and Society</i> Vol 32:4 pp590-614. Blackwell Publishing Ltd, Oxford. https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1467-6478.2005.00339.x Jeffries S, Bond C.,(2009) Does Indigeneity Matter? Sentencing Indigenous Offenders in South Australia's Higher Courts, <i>THE AUSTRALIAN AND NEW ZEALAND JOURNAL OF CRIMINOLOGY</i> VOL 42:1 pp47-71, Sage Publications, California http://journals.sagepub.com/doi/pdf/10.1375/acri.42.1.47 Marchetti E., Daly K.(2004) Indigenous Courts and Justice Practices in Australia, <i>Trends & Issues in crime and criminal justice</i> No 277, Australian Institute of Criminology, Canberra https://aic.gov.au/publications/tandi/tandi277 Warren M., (2014) What is Justice? Supreme Court of Victoria, Melbourne http://classic.austlii.edu.au/au/journals/VicSchol/2014/12.pdf	written Assessment- Media article OR Organisational Report due Monday 9am Media Article or Organisational Report Due: Week 10 Monday (20 May 2019) 9:00 am AEST

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Working with Offenders Corrections Custodial and community corrections, investigating imprisonment.	Allard T(2010) Understanding and preventing Indigenous offending, Research Brief 9, Indigenous Clearing House, Australian Institute of Criminology, Canberra https://www.indigenousjustice.gov.au/wp-content/uploads/mp/files/publications/files/brief009.pdf Foucault M(2008) "Panopticism" from "Discipline & Punish: The Birth of the Prison", <i>Race/Ethnicity: Multidisciplinary Global Contexts, Vol. 2, No. 1, The Dynamics of Race and Incarceration: Social Integration, Social Welfare, and Social Control (Autumn, 2008)</i> , pp. 1-12, Indiana University Press: Indiana https://www.jstor.org/stable/pdf/25594995.pdf Hancock P, Jewkes Y(2011) Architectures of incarceration: The spatial pains of imprisonment, <i>Punishment & Society</i> Vol13:5 pp611-629, Sage Publications, California http://journals.sagepub.com/doi/pdf/10.1177/1462474511422171 Haney C (2012) Prison Effects of in the Age of Mass Incarceration <i>The Prison Journal</i> Vol 20:10 pp1-24 http://journals.sagepub.com/doi/pdf/10.1177/0032885512448604	

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Reintegration, rehabilitation (Recidivism v desistance) and offender management - Parole	Australian Institute of Criminology(2107) Recidivism rates, <i>Indigenous women's offending patterns: A literature review</i> , Australian Institute of Criminology, Canberra. https://aic.gov.au/publications/rpp/rpp107/recidivism-rates Borzycki M., (2005) Interventions for Prisoners Returning to the Community: Community Safety and Justice Branch publication, Australian Institute of Criminology, Canberra. https://aic.gov.au/publications/archive/interventions-for-prisoners-returning-to-the-community Ferguson C.,(2015) Parole in Western Australia: An analysis of parole cancellations of female offenders, Trends and Issues in Crime and Justice no. 501, Australian Institute of Criminology, Canberra. https://aic.gov.au/publications/tandi/tandi501 Heseltine K, Day A, Sarre R.,(2011) Prison-based correctional offender rehabilitation programs: The 2009 national picture in Australia, <i>AIC Reports Research and Public Policy Series 112</i> , Australian Institute of Australia, Canberra https://aic.gov.au/publications/rpp/rpp112	

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Journal due Monday 9am Reflective Journal Due: Review/Exam Week Monday (10 June 2019) 9:00 am AEST

Term Specific Information

Unit Coordinator : Dr Anne Ferguson
Email : a.ferguson@cqu.edu.au
Phone : 0747265393
Location : Building 2 358 Flinders Street Townsville 4810
Please email for a consultation

Assessment Tasks

1 On line Test

Assessment Type

Online Quiz(zes)

Task Description

This test will consist of both multiple choice and short answer questions.

The quiz will open on Monday 9am week 4 and close Monday week 5 9am

This is an online multiple choice and short answer assessment. The questions will be drawn from weeks 1-4 material - lectures, tutorials, reading and internet resources

Please be aware the multiple choice and short answer questions responses will be weighted differently.

Students will have to complete this assessment in one session. Multiple attempts will not be available. So think carefully about your responses.

You will not be able to go back and change your responses.

The session will time out after 2 hours.

If you experience any technical issues please email Dr Anne Ferguson a.ferguson@cqu.edu.au

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

Number of Quizzes

-6

Frequency of Quizzes

Other

Assessment Due Date

Week 5 Monday (8 Apr 2019) 9:00 am AEST

Return Date to Students

Week 5 Monday (8 Apr 2019)

Weighting

15%

Assessment Criteria

This test will consist of both multiple choice and short answer questions.

This is an online multiple choice and short answer assessment. The questions will be drawn from weeks1-4 material- lectures, tutorials, reading and internet resources

The quiz will open on Monday 9am week 4 and close Monday week 5 9am

Please be aware the multiple choice and short answer questions responses will be weighted differently.

Students will have to complete this assessment in one session. Multiple attempts will not be available. So think carefully about your responses.

You will not be able to go back and change your responses.

The session will time out after 2 hours.

If you experience any technical issues please email Dr Anne Ferguson a.ferguson@cqu.edu.au

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

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Describe how crime is classified, measured and analysed
- Analyse basic criminology theories and how they relate to criminal activity
- Explain the roles of individuals and key agencies within the justice system

Graduate Attributes

- Critical Thinking
- Information Literacy

2 Media Article or Organisational Report

Assessment Type

Written Assessment

Task Description

Task 2500 words

Students will be asked to choose **one format**. Students can choose between writing a Media Article **or** an Organisational Report aimed at high school students on 'sexting' .

Students will be provided with information about formatting and writing a media article and formatting and writing a report.

General Information

- The +/-10% rule applies to the word count.
- Specific instructions will be provided for the media article and the report
- Your chosen format (media article or report) must be adhered to.
- You may include images HOWEVER they must be referenced and not be deemed offensive
- Referencing is to be strictly APA.
- You *MUST* have a reference list.

- Only include authoritative references that have an author (i.e., dictionary websites are not acceptable).
- Avoid non-authoritative sources such as dictionaries and Wikipedia.
- Lecture notes are not to be used as part of the reference list. You will need to locate the original author.

• Submission guidelines the first page of which is to be a title page containing: the assessment task title (ie. Media Article or Organisational Report), your name and student identification, the unit name and unit code, and the due date.

• Assessment guidelines provide that: each page is to be numbered, 12pt font size, font is to be either Arial or New Times Roman, line spacing is to be **double**, margins are to be 2.54 cm ('normal' setting in Microsoft Word), reference list is to be commenced on a new page which is headed 'References'.

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

Assessment Due Date

Week 10 Monday (20 May 2019) 9:00 am AEST

Return Date to Students

Week 12 Monday (3 June 2019)

Weighting

35%

Assessment Criteria

Research skills

Integration of theoretical concepts

Awareness of audience requirements

Professional presentation

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Analyse basic criminology theories and how they relate to criminal activity

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

3 Reflective Journal

Assessment Type

Written Assessment

Task Description

Each week students are expected to complete a set task which directly relates to that week's content. Students are expected to write a 250-300 word response each week for a total of 3600 words (maximum)

General Information

- The +/-10% rule applies to the word count.
- Referencing is to be strictly APA.
- You *MUST* have a reference list.
 - Only include authoritative references that have an author (i.e., dictionary websites are not acceptable).
 - Avoid non-authoritative sources such as dictionaries and Wikipedia.
 - Lecture notes are not to be used as part of the reference list. You will need to locate the original author.
- Submission guidelines the first page of which is to be a title page containing: the assessment task title (ie. Reflective Journal), your name and student identification, the unit name and unit code, and the due date.
- Assessment guidelines provide that: each page is to be numbered, 12pt font size, font is to be either Arial or New Times Roman, line spacing is to be **double**, margins are to be 2.54 cm ('normal' setting in Microsoft Word), a reference list is to be commenced on a new page which is headed 'References'.

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

Assessment Due Date

Review/Exam Week Monday (10 June 2019) 9:00 am AEST

Return Date to Students

Exam Week Friday (21 June 2019)

Weighting

50%

Assessment Criteria

Application of theory and concepts from coursework
Ability to reflect on your own learning
Independent research conducted
Professional presentation

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Explain the roles of individuals and key agencies within the justice system
- Examine the societal and institutional responses to criminal justice in Australia.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem