



CRIM11001 Foundations of Criminology and Criminal Justice

Term 1 - 2022

Profile information current as at 16/04/2024 09:16 pm

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 - 2022

- Online

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](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluation

Feedback

Students reported enjoyed the interactive workshops in the flipped classroom mode of teaching, commenting particularly on the format enabling discussion and peer relationships.

Recommendation

Maintain the flipped classroom model and interactive workshops for 2022.

Feedback from Student evaluation

Feedback

Students reported that the combinations of video mini lectures, written and video resources helped maintain their engagement and consolidated their understandings of topics.

Recommendation

Maintain the structure and combination of resources for 2022, with a focus on refining the resources.

Feedback from Student evaluation

Feedback

The variety of assessment was reported to be positive by students, as it enabled progression from writing for a lay audience to an academic audience.

Recommendation

Although the assessment will be updated, the assessments types will be maintained in order to encourage writing development.

Feedback from Student evaluation

Feedback

Students reported that it was difficult to understand how the media article assessment was necessary for a criminology unit.

Recommendation

This assessment is designed to promote communication with a lay audience and is also a gentle introduction to academic assessment. The aim of this assessment will be highlighted and clarified for 2022.

Feedback from Student evaluation

Feedback

Each tutor had a different style of teaching, which sometimes inhibited learning.

Recommendation

The teaching staff will provide an overview of their teaching style so students feel more prepared and know what to expect from each tutor.

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%	•	•	•							
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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Liz Walter Unit Coordinator

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Schedule

What is criminology and criminal justice? - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to crime & Criminal Justice Unit overview	Australian Institute of Criminology. <i>Australian crime: facts and figures 2014</i> . Canberra: Australian Institute of Criminology https://www.aic.gov.au/publications/facts/2014 Phelan, M. (2019). <i>Crime & Justice Research 2019</i> . Canberra: Australian institute of Criminology https://aic.gov.au/publications/special/crime-and-justice-research-2019 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	

Sociological Theories of crime - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Sociological theories of crime Social perspectives on crime	Dooley, B. D. (2019). Undisciplined: Tracing criminology's growing divergence from sociology. <i>Sociological Inquiry</i> , 89(1), 94-122. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_gale_infotracademiconefile_A571393511 DiCristina, B. (2016). Durkheim's theory of anomie and crime: A clarification and elaboration. <i>Australian & New Zealand Journal of Criminology</i> , 49(3), 311-331. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_gale_infotracademiconefile_A464112459 Cullen, F. & Messner, S. (2007). The making of criminology revisited: An oral history of Merton's anomie paradigm. <i>Theoretical Criminology</i> , 11(1), 5-37. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_crossref_primary_10_1177_1362480607072733 .	

psychological theories of crime - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Psychological theories of crime Individual perspectives on crime	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	

cultural criminology - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Implications of media and media representations of crime	Crime shows as PR for law enforcement & its implications https://shadowandact.com/new-study-details-how-crime-shows-are-a-pr-machine-for-law-enforcement 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 Ewanation L A, Yamamoto S., Monnik 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	Online quiz opens Monday 29 March

critical criminology - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
The impact of gender, race and ethnicity on criminality & perceived criminality	Carrington K.,(2013) Girls and Violence: The Case for a Feminist Theory of Female Violence,crime and Justice Journal Vol 2:2 pp 63-79 https://www.crimejusticejournal.com/article/download/693/446 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 Panfil, V. (2018). Young and unafraid: queer criminology's unbounded potential. <i>Palgrave Communications</i> , 4, 110. https://www.nature.com/articles/s41599-018-0165-x	Online quiz closes Friday 8 April Online Quiz Due: Week 5 Friday (8 Apr 2022) 12:30 am AEST

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Crime and deviance - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
What is deviance? What are social norms? An exploration of deviant subcultures	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 Turley, E., King, N., & Monro, S., (2018). Illuminating the erotic in BDSM. <i>Psychology & Sexuality</i> , 9, 2, 148-160. https://www.tandfonline.com/doi/abs/10.1080/19419899.2018.1448297?scroll=top&needAccess=true&journalCode=rpse20	

crimes of the powerful - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
White Collar Crime & Corporate crime Financial crimes online	Wall Street Journal (2015) Can Cybercriminals Exploit the Internet of Things? https://www.youtube.com/watch?v=EBHgr62EmMk&feature=youtu.be Readings 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 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 Leukfeldt, E.R., Yar, M. (2016). Applying Routine Activity Theory to Cybercrime: A Theoretical and Empirical Analysis, <i>Deviant Behavior</i> , Vol 37:3, 263-280.	Media Article Due: Week 7 Friday (29 Apr 2022) 1:00 pm AEST

victimology - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Victims and restorative justice How victims feature in the criminal justice proces	Carrington, F. & Nicholson, G. (1984). The victims' movement: An idea whose time has come. <i>Pepperdine Law Review</i> , 11(5), 1-18. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_gale_infotraccadematiconefile_A3377622 . Gottfredson, M. (1986). Substantive contributions of victimization surveys. <i>Crime and Justice</i> , 7, 251-287. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_journals_1295208252 . Daems, T. (2005). Repeat victimisation and the study of social control. <i>International Journal of the Sociology of Law</i> , 33(2), 85-100. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_crossref_primary_10_1016_j_jisl_2005_03_001 .	Media article assessment due Friday 6 May

policing - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Public and private policing Community police officers. Police culture systemic practices	Kelling, G. L. (1978). Police field services and crime: The presumed effects of a capacity. <i>Crime & Delinquency</i> , 24(2), 173-184. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_journals_1308278417 Tyler, T. & Fagan, J. (2010). Legitimacy and cooperation: Why do people help the police fight crime in their communities? In S. K. Rice & M. D. White (eds.). (2010). <i>Race, ethnicity and policing: New and essential readings</i> . New York University Press (pp. 84-117). https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_askewsholts_vlebooks_9780814777480 Neyroud, P. (2009). Squaring the circles: Research, evidence, policy-making, and police improvement in England and Wales. <i>Police Practice and Research</i> , 10(5-6), 437-449. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_informaworld_taylorfrancis_310_1080_15614260903378418 .	

the criminal justice system - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Criminal courts and the judiciary functions of courts with an introduction to specialist courts	Lacey Schaefer & Mary Beriman (2019) Problem-Solving Courts inAustralia: A Review of Problems and Solutions, <i>Victims & Offenders</i> , 14:3, 344-359, DOI: 10.1080/15564886.2019.1595245	

corrections: custodial and community corrections - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Working with Offenders
Corrections Custodial and
community corrections,
investigating imprisonment.

Duff, A. & Kelly, E. (2008). Legal punishment. In E. N. Zalta (Ed.). *The Stanford Encyclopedia of Philosophy*. Stanford University Press.
https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1b6hlp4/61CQU_Alma5130523160003441.
Feeley, M. M. & Simon, J. (1992). The new penology: Notes on the emerging strategy of corrections and its implications. *Criminology*, 30(4), 449-474.
https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_journals_1298129890
Roberts, J. V. (1992). Public opinion, crime, and criminal justice. *Crime and Justice*, 16, 99-180.
https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_journals_1295267041.

reintegration and rehabilitation - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Reintegration, rehabilitation (Recidivism v desistance) and offender management Parole	Laub, J. H. & Sampson, R. J. (2001). Understanding desistance from crime. <i>Crime and Justice</i> , 28, 1-69. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_gale_infotracacademiconefile_A145404205 Maruna, S. (2017). Desistance as a social movement. <i>Irish Probation Journal</i> , 14, 5-20. https://pureadmin.qub.ac.uk/ws/portalfiles/portal/159713772/Desistance_as_a_Social_Movement.pdf Weaver, B. (2019). Understanding desistance: A critical review of theories of desistance. <i>Psychology, Crime & Law</i> , 25(6), 641-658. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_crossref_primary_10_1080_1068316X_2018_1560444	

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Learning journal assessment due Friday 10 June Learning Journal Due: Review/Exam Week Friday (10 June 2022) 1:00 pm AEST

Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

This test will consist of both multiple choice, true/false and short answer questions.

The quiz will open on Monday at 12.30pm AEST in week 4 and close on Friday in week 5 at 12.30pm AEST.

This is an online multiple choice, true/false and short answer assessment. The questions will be drawn from the material from modules 1-4. The quiz will include material from lectures, workshops, readings and other resources.

Please be aware all questions are worth 1 mark each. There will be 15 questions to answer.

Students will have to complete this assessment in one session. Multiple attempts will not be available, so think carefully about your responses and answer accurately.

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

The session will time out after 60 minutes.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 5 Friday (8 Apr 2022) 12:30 am AEST

Return Date to Students

Week 5 Friday (8 Apr 2022)

Weighting

15%

Assessment Criteria

Knowledge of course content including readings and workshop activities

Application of theory to practical situations

Understanding of the context of the criminal justice system

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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

Assessment Type

Written Assessment

Task Description

What is a media article?

For this assignment, you will need to produce a media article in the form of a newspaper or magazine feature article. Students must write a media article **aimed at high school students** aged 14-16 about 'sexting'. You can choose to focus your article on any aspect of sexting (for example, the dangers and implications of sexting etc).

There are multiple purposes to a media article so the way the article is written has to do two things:

- It has to *hook* the reader and *sell* the story to the casual reader or listener.
- It has to give the main point of the story *very quickly*, so that even if the reader moves on after one or two paragraphs, or if the listener stops listening after the first sentence or two, they will still have a fair idea of what the story was about. Remember that this feature article is aimed at young people of high school age, so make sure you use age appropriate language and terminology. Young people tend not to use the word 'sexting' and are more likely to understand the concept of 'sending nudes' or 'dick pics'. You should explain what these concepts mean and how you are using them within the article.

Information about formatting and additional resources on how to write a media article can be found in the Moodle assignments area.

- You should include images in the article, however they must be correctly referenced and not be offensive.
- You should include a 'headline' that is appropriate for a newspaper or magazine article.
- You **MUST** include a reference list.

Only include authoritative references that have an author(s) (i.e. dictionary websites are not acceptable).

Remember to 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/source.

Submission guidelines

Use 11 or 12 point font size, a sensible font, and 1.5 or double line spacing. Submission is via Moodle.

The first page of the assignment is to be a title page containing: the assessment title, your name and student identification, the unit name and unit code, and the due date.

Word limit is 1000 words.

Assessment Due Date

Week 7 Friday (29 Apr 2022) 1:00 pm AEST

Return Date to Students

Week 8 Friday (6 May 2022)

Weighting

35%

Assessment Criteria

Key Criteria	High distinction 85-100%	Distinction 75 - 84%	Credit 65 - 74%	Pass 50 - 64%	Fail below 50%
Media Format/ structure	Introduction/lead is excellent and concise throughout. Inverted pyramid style of writing is maintained throughout. Excellent integration of materials throughout. Correct format.	Introduction/lead is very good and concise. Inverted pyramid style of writing is maintained throughout. Very good integration of materials. Correct format.	Inverted pyramid style of writing is generally maintained with some lapses. Intro/ lead is clear and concise. Good integration of resources. Correct format.	Inverted pyramid style is present at times with frequent lapses. Weak introduction/lead. Errors when integrating materials. Correct formatting, with some lapses.	Format not appropriate for media article.

Clarity of expression	Organisation of paper as a whole is logical and the point of the article is immediately apparent. Every paragraph makes a distinct and coherent point, expressed in a clear topic sentence. No spelling/presentation errors.	Organisation of paper as a whole is logical and the point of the article is quickly apparent. Almost every paragraph makes a distinct and coherent point, expressed in a clear topic sentence. Minimal spelling/presentation errors.	Organisation of paper as a whole is generally logical and apparent in all but a few cases. Most paragraphs make a distinct and coherent point, expressed in a generally clear topic sentence. Minor spelling /presentation errors	Organisation of the paper as a whole can be discerned with some effort. Some paragraphs make a distinct and coherent point, expressed in a generally clear topic sentence. Some spelling/presentation errors	Organisation of the paper as a whole is not logical or discernible. Paragraphs do not make clear or distinct points. Frequent spelling/presentation errors.
Research	Clear evidence of wider reading. Excellent research undertaken. Use of highly appropriate resources is excellent.	Generally clear evidence of wider reading. Good research undertaken. Very good use of generally well-researched and appropriate materials.	Some evidence of wider reading. Good use of researched, mainly appropriate materials	Limited evidence of wider reading. While research is evident, materials are not used appropriately or are sometimes used incorrectly.	Evidence of wider reading is lacking. Little, if any, evidence of research. Sources are not appropriate and are used incorrectly.
Reference list/ sources	Excellent reference list in correct style.	Very good reference list in correct style, with minimal errors.	Good reference list, with some errors in style or format.	Reference list requires attention, and/or frequent errors in style or format.	No reference list submitted, and/or incorrect style of referencing.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submission is via Moodle

Learning Outcomes Assessed

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

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

3 Learning Journal

Assessment Type

Written Assessment

Task Description

Word limit: 1500-1800 words

Students will submit a learning journal consisting of short activities relating to criminology to demonstrate their knowledge and understanding of various criminological issues covered during the unit modules. The learning journal will consist of several activities provided in the study guide, and there will be one learning journal task per module.

Students are provided with a task to complete each week in the study guide. These short tasks make up the learning journal, and there are 12 tasks in total. Each task is relevant to that week's particular topic and will develop your knowledge and reflections in relation to criminology and criminal justice.

Word length per task should be around 300 - 350 words. There are a choice of 12 tasks to complete, and **students will submit any 5 of these tasks to form the learning journal**. Students can choose which 5 tasks to submit for assessment.

Responses must be written as complete sentences except where tables or bullet points are appropriate.

Make sure you respond to the task and keep responses relevant and concise.

Students should include a separate reference list at the end of the portfolio for all material cited. Referencing must adhere to American Psychological Association (APA) guidelines, which can be found [here](#). The reference list is not

included in the word limit.

Lecture notes should not be used as part of the reference list, instead students should find the original source/author.

Remember to avoid non-scholarly sources such as dictionaries and Wikipedia.

Each entry is marked against the rubric criteria and overall feedback provided.

Submission guidelines

The first page of the assignment is to be a title page containing: the assessment title, your name and student identification, the unit name and unit code, and the due date (this is not included in the word limit).

A contents page is required at the beginning of the portfolio clearly identifying which tasks have been submitted, and pages should be numbered (this is not included in the word limit).

Do not copy and paste the entire task from the study guide into the submission, simply state what module the task comes from using that module's number, for example; 5. This week I identified three types of... / 11. This module examined...

Provide the word count for the assessment at the bottom of the contents page.

Use 11 or 12point font size, a sensible font, and 1.5 or double line spacing.

Submission is via Moodle.

Assessment Due Date

Review/Exam Week Friday (10 June 2022) 1:00 pm AEST

Return Date to Students

Review/Exam Week Friday (10 June 2022)

Return two weeks from submission.

Weighting

50%

Assessment Criteria

Criteria	Not Met	Met	Exceeded
Use creative problem solving in response to challenges.	Fails to provide an adequate solution to the challenge.	Provides a straightforward answer to the challenge, using concepts from this unit.	Provides an innovative solution and refers to theories and concepts from coursework and readings in this unit.
Report succinctly on challenge task activities and what you have learnt from them.	Does not properly describe the actions taken or learning that results from them.	Demonstrates the reasoning for decisions made and the result of the challenge.	Connects the challenge solution to discussions of the theoretical and philosophical structures explored in this course.
Reflect on your learning process and set educational goals for the future.	Does not reflect on learning.	Discusses what has been learnt in the context of the student's academic progress.	Able to contextualise learning within ongoing professional development needs, in and outside of university study.
Understand how theories and concepts from the coursework integrate into practical and applied situations.	Entries do not draw on coursework concepts or do so incorrectly.	Entry uses concepts and terminology from the coursework and applies them correctly.	Demonstrates further reading and research on topics in the coursework and beyond.
Participate in small team activities (synchronous and asynchronous) and actively support peers' learning.	Does not indicate work is done with others (synchronously or asynchronously).	Explains where group discussion and decision making was relevant to the challenge outcome.	Reflects on teamwork and leadership skills as part of professional capabilities.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submission via Moodle

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