



CRIM11002 Criminal Justice Procedure and Analysis

Term 1 - 2022

Profile information current as at 03/05/2024 04:15 am

All details in this unit profile for CRIM11002 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 investigation of crime within the framework of Australian law. The social role of policing and the structure of police services are examined in depth, particularly in the context of ethics and oversight mechanisms. The historical transformations of police services are explored in order to understand the evolving nature of policing as social demands and relevant technologies also change. The scope of the power of investigation, the discretion whether or not to prosecute and the criminal adjudicatory process are considered. This unit also introduces the tools used to analyse crime and how such analysis informs decisions and interventions in the criminal 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. **Written Assessment**

Weighting: 30%

2. **Written Assessment**

Weighting: 40%

3. **Written Assessment**

Weighting: 30%

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 survey

Feedback

Students called for more instructions for the assessments through tutorials.

Recommendation

Since detailed assignment instructions were available in Moodle and students were encouraged to contact the unit coordinator when they had any questions about the assignment, the unit coordinator held a workshop only for the last assignment in Week 11 this year. Therefore, the unit coordinator will change the unit scheme and provide workshops for the other assignments.

Feedback from Student email

Feedback

Students felt that the unit was well-structured, that the contents are interesting, and that the assessment feedback was helpful.

Recommendation

The unit coordinator will continue to improve the quality of unit materials and to provide personalised feedback on the assignments.

Feedback from Class discussion

Feedback

Students appreciated attending workshops about academic skills during the lecture sessions.

Recommendation

Given this unit is a mandatory unit for the first-year students, these will be fine-tuned for the next offering.

Unit Learning Outcomes

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

1. Analyse police organisations and practice in order to critique how the law governs the procedures for investigation of crime
2. Explain how the criminal law balances the rights of the individual and the State
3. Discuss the links between criminal theories and models of criminal analysis
4. Identify patterns in criminal data and the appropriate response for crime prevention.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 30%	•	•	•	
2 - Written Assessment - 40%				•

Assessment Tasks	Learning Outcomes			
	1	2	3	4
3 - Written Assessment - 30%	•	•	•	•

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 - Written Assessment - 30%	•	•	•	•						
2 - Written Assessment - 40%	•	•	•	•						
3 - Written Assessment - 30%	•	•	•							

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

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Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction.	LaGree, G. (2007). Expanding criminology's domain: The American Society of Criminology 2006 presidential address. <i>Criminology</i> , 45(1), 1-31. Lappi-Seppala, T. (2008). Trust, welfare, and political culture: Explaining differences in national penal policies. <i>Crime and Justice</i> , 37, 313-387. Greely, H. & Farahany, N. A. (2019). Neuroscience and the criminal justice system. <i>Annual Review of Criminology</i> , 2, 451-471.	None.

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Crime and justice data.	<p>Maltz, M. D. (1977). Crime statistics: A historical perspective. <i>Crime & Delinquency</i>, 23(1), 32-40.</p> <p>Nivette, A. (2021). Exploring the availability and potential of international data for criminological study. <i>International Criminology</i>, 1(1), 70-77.</p> <p>Maguire, E. R., Howard, G. J. & Newman, G. (1998). Measuring the performance of national criminal justice systems. <i>International Journal of Comparative and Applied Criminal Justice</i>, 22(1), 31-59.</p>	None.
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Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Types of crime.	<p>Tappan, P. W. (1947). Who is the criminal? <i>American Sociological Review</i>, 12(10), 96-102.</p> <p>Junker, J. (1972). Criminalization and criminogenesis. <i>UCLA Law Review</i>, 19, 694-714.</p> <p>White, H. R. & Gorman, D. M. (2000). <i>Dynamics of the drug-crime relationship</i>. In G. LaFree, R. J. Bursik, J. F. Short, R. B. Taylor & R. J. Sampson (Eds.) <i>Criminal justice 2000: The changing nature of the crime</i>. National Institute of Justice (pp. 151-218).</p>	None.

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Police.	<p>Monkonen, E. H. (1992). History of urban police. <i>Crime and Justice</i>, 15, 547-580.</p> <p>Goldstein, H. (1987). Toward community-oriented policing: Potential, basic requirements, and threshold questions. <i>Crime & Delinquency</i>, 33(3), 6-30.</p> <p>Riksheim, E. C. & Chermak, S. M. (1993). Causes of police behavior revisited. <i>Journal of Criminal Justice</i>, 21(4), 353-382.</p>	None.

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Court.	<p>Winick, B. J. (2003). Therapeutic jurisprudence and problem solving courts. <i>Fordham Urban Law Journal</i>, 30(3), 1055-1103.</p> <p>Casey, P. M. & Rottman, D. V. (2005). Problem-solving courts: models and trends. <i>Justice System Journal</i>. 26(1), 35-56.</p> <p>Longshore, D., Tunner, S., Wenzel, S., Morall, A., Harrell, A., McBride, D., Deschenes, E. & Iguchi, M. (2001). Drug courts: A conceptual framework. <i>Journal of Drug Issues</i>, 31(1), 7-25.</p>	<p>Assessment 1: 500-word essay plan (30%) Due date: Week 5 Friday (8 April 2022) 9:00 am AEST</p> <p>Essay plan Due: Week 5 Friday (8 Apr 2022) 9:00 am AEST</p>
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Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
None.	None.	None.

Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Sentencing.	<p>Tonry, M. (2006). Purposes and functions of sentencing. <i>Crime and Justice</i>, 34, 1-53.</p> <p>Tonry, M. (2018). Punishment and human dignity: Sentencing principles for twenty-first-century America. <i>Crime and Justice</i>, 47, 119-157.</p> <p>Tonry, M. (2019). Fifty years of American sentencing reform: Nine lessons. <i>Crime and Justice</i>, 48, 1-34.</p>	None.

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Prison.	<p>Newbold, G. (1999). A chronology of correctional history. <i>Journal of Criminal Justice Education</i>, 10(1), 87-100.</p> <p>Western, B. & Pettit, B. (2010). Incarceration and social inequality. <i>Dadadalus</i>, 139(3), 8-19.</p> <p>Baidawi, S., Turner, S., Trotter, C., Browning, Co, Collier, P, O'Connor, D. & Sheehan, R. (2011). Older prisoners – a challenge for Australian corrections. <i>Trends & Issues in Crime and Criminal Justice</i>, 426, 1-8.</p>	None.

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Youth crime and juvenile justice.	<p>Richards, K. (2011). What makes juvenile offenders different from adult offenders. <i>Trends and Issues in Crime and Criminal Justice</i>, 409, 1-9.</p> <p>Clancy, G., Wang, S. & Lin, B. (2020). Youth justice in Australia: Themes from recent inquiries. <i>Trends and Issues in Crime and Criminal Justice</i>, 605, 1-19.</p> <p>Crafts, T. (2016). The common law influence over the age of criminal responsibility – Australia. <i>Northern Ireland Legal Quarterly</i>, 67(3), 283-300.</p>	None.
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Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Community-based corrections and restorative justice.	<p>Karp, D. R. & Clear, T. R. (2000). Community justice: A conceptual framework. <i>Boundaries Changes in Criminal Justice Organizations</i>, 2, 323-368.</p> <p>White, R. (2004). Community corrections and restorative justice. <i>Current Issues in Criminal Justice</i>, 16(1), 42-56.</p> <p>Tyler, T. R. & Lind, E. A. (1990). Intrinsic versus community justice models: When does group membership matter? <i>Journal of Social Issues</i>, 46(1), 83-94.</p>	None.

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Inequalities and justice.	<p>Thorburn, H. & Weatherburn, D. (2018). Effect of Indigenous status on sentence outcomes for serious assault offences. <i>Australian & New Zealand Journal of Criminology</i>, 51(3), 434-453.</p> <p>Porter, A. (2016). Decolonizing policing: Indigenous patrols, counter-policing and safety. <i>Theoretical Criminology</i>, 20(4), 548-565.</p> <p>Jennings, W. G., Piquero, A. R. & Reingle, J. M. (2012). On the overlap between victimization and offending: A review of the literature. <i>Aggression and Violent Behavior</i>, 17(1), 16-26.</p>	None.
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Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Crime prevention.	<p>Brantingham, P. J. & Faust, F. L. (1976). A conceptual model of crime prevention. <i>Crime & Delinquency</i>, 22(3), 284-296.</p> <p>Clarke, R. V. (1980). 'Situational' crime prevention: Theory and practice. <i>British Journal of Criminology</i>, 20(2), 136-147.</p> <p>Fagan, A. A. & Molly, B. (2016). What works in crime prevention? Comparison and critical review of three crime prevention registries. <i>Criminology & Public Policy</i>, 15(3), 617-649.</p>	None.

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Review.	None.	<p>Assessment 2: 1500-word learning logs (40%)</p> <p>Due date: Week 12 Friday (3 June 2022) 9:00 am AEST</p> <p>Learning logs Due: Week 12 Friday (3 June 2022) 9:00 am AEST</p>

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
None.	None.	<p>Assessment 3: 1500-word academic essay (30%)</p> <p>Due date: Exam Week Friday (10 June 2022) 9:00 am AEST</p> <p>Academic essay Due: Review/Exam Week Friday (10 June 2022) 11:45 pm AEST</p>

Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
None.	None.	None.

Assessment Tasks

1 Essay plan

Assessment Type

Written Assessment

Task Description

This assignment will ask students to write a 500-word essay plan in relation to the last assignment, Academic Essay. By using a template provided, students will work on the following tasks:

- Choose one of the three essay statements provided and determine your essay position (tick only one box – whether you agree or disagree with the statement (See the Academic Essay section for the choice of the essay statement).
- Offer three reasons to support your essay position.
- Identify six scholarly sources to support your reasons.
- Provide a citation of the scholarly sources you have identified in the template.
- Link the scholarly sources identified to your reasons and main essay position.

Assessment Due Date

Week 5 Friday (8 Apr 2022) 9:00 am AEST

Return Date to Students

Week 7 Friday (29 Apr 2022)

Weighting

30%

Assessment Criteria

This essay plan is assessed against two criteria. The first is content knowledge, which will assess whether they demonstrate a balanced and high level of detailed knowledge of core concepts by providing a very high level of analysis and by using current, appropriate, and credible sources. The second is presentation, which will assess whether the quality of writing is at a high standard by using correct grammar, spelling, and punctuation.

Referencing Style

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

Submission

Online

Submission Instructions

Via Moodle

Learning Outcomes Assessed

- Analyse police organisations and practice in order to critique how the law governs the procedures for investigation of crime
- Explain how the criminal law balances the rights of the individual and the State
- Discuss the links between criminal theories and models of criminal analysis

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

2 Learning logs

Assessment Type

Written Assessment

Task Description

This assignment will ask students to write 1500-word learning logs. Students will be provided with a task to complete in Modules 2-11 in the study guide. Word length per task is 150 words (total 1,500 words). These tasks are available in the study guide, which is accessible in Moodle.

Assessment Due Date

Week 12 Friday (3 June 2022) 9:00 am AEST

Return Date to Students

Exam Week Friday (17 June 2022)

Weighting

40%

Assessment Criteria

This assignment will be assessed against three criteria. The first is level of reflection, which will assess whether students link lecture and workshop materials explicitly and clearly, demonstrating excellent understanding. The second is presentation, which will assess whether students provide an excellent individual and overall structure in writing and explain perspectives in a coherent and cohesive manner. The third is completeness, which will assess whether students complete all the learning log tasks.

Referencing Style

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

Submission

Online

Submission Instructions

Via Moodle

Learning Outcomes Assessed

- Identify patterns in criminal data and the appropriate response for crime prevention.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

3 Academic essay

Assessment Type

Written Assessment

Task Description

This assignment will ask students to write a 1500-word academic essay based on their chosen topic. In this assignment, students will discuss one of three statements provided below.

1. There is a link between the intergenerational trauma of colonisation and the high incarceration rate among Indigenous people.
2. Police should arrest the perpetrator of domestic violence to prevent its reoccurrence.
3. Harsher penalties are necessary to control crime in society.

Assessment Due Date

Review/Exam Week Friday (10 June 2022) 11:45 pm AEST

Return Date to Students

Exam Week Friday (17 June 2022)

Weighting

30%

Assessment Criteria

This assignment will be assessed against the five criteria. The first is introduction, which will assess whether students provide a very clear purpose, ensuring that all areas relevant to the topic are clearly outlined in the introduction. The second is structure, which will assess whether students present their ideas in a logical, structured, and coherent manner. The third is content knowledge, which will assess whether students demonstrate a balanced and high level of detailed knowledge of core concepts by providing a high level of analysis and by using current, appropriate, and credible sources. The fourth is presentation, which will assess whether the quality of writing is at a high standard by using correct

grammar, spelling, and punctuation. The fifth is conclusion, which will assess whether students present a detailed and focused summary of the ideas presented in the conclusion.

Referencing Style

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

Submission

Online

Submission Instructions

Via Moodle

Learning Outcomes Assessed

- Analyse police organisations and practice in order to critique how the law governs the procedures for investigation of crime
- Explain how the criminal law balances the rights of the individual and the State
- Discuss the links between criminal theories and models of criminal analysis
- Identify patterns in criminal data and the appropriate response for crime prevention.

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