



CRIM11006 *Criminal Intelligence Analysis*

Term 1 - 2020

Profile information current as at 07/05/2024 01:04 am

All details in this unit profile for CRIM11006 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

Criminology graduates are required to have strong problem solving skills, support their solutions with evidence-based research and perform analysis of intelligence data. In this unit you will examine qualitative and quantitative research methods in order to develop the best strategy to respond to any given interdisciplinary criminology problem. You will also develop professional practice skills in writing reports for a public sector audience, in project management and in working with others in a criminal justice environment. This unit also examines the requirements of ethical research. The assignments in this unit require you to work with other researchers and to reflect on the process but do not require collaboration on the final submitted artefact.

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 - 2020

- 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. **Learning logs / diaries / Journal / log books**

Weighting: 30%

2. **Research Assignment**

Weighting: 40%

3. **Research Proposal**

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](#).

Unit Learning Outcomes

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

1. Evaluate criminology problems through critical thinking, evaluating evidence and current practice and developing alternative solutions
2. Explain the use of a particular intelligence analysis methodology applied to a problem in the justice arena
3. Manage deployment of an intelligence analysis project including ethical aspects
4. Work with others to achieve collaborative project outcomes
5. Write well presented reports for a public sector audience.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Research Assignment - 40%	•			•	•
2 - Research Proposal - 30%	•	•			
3 - Learning logs / diaries / Journal / log books - 30%		•	•	•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Research Assignment - 40%	•	•	•	•	•			•		
2 - Research Proposal - 30%		•	•	•						

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
3 - Learning logs / diaries / Journal / log books - 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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Scott Beattie Unit Coordinator

s.beattie@cqu.edu.au

Emma Turley Unit Coordinator

e.turley@cqu.edu.au

Schedule

Introduction - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the unit What is research in criminology?		

Research design - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Research design and processes	Coolican, H. (2019). Research methods and statistics in psychology. Routledge. Chapter 2 & Chapter 3	

Hypothesis and significance - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic

Probability,
formulating hypotheses,
statistical significance

Wallman, D (2011). Defining the research problem In Social Research Methods. Sage.
Ellis, Lee, et al. (2009) Theories, Models, Hypotheses, and Empirical Reality In Research Methods in Criminal Justice and Criminology : An Interdisciplinary Approach. Rowman & Littlefield

Literature reviewing - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
what is a literature review?	Ellis, Lee, et al. (2009). Formulating Scientific Questions and Locating Background Research In Research Methods in Criminal Justice and Criminology : An Interdisciplinary Approach. Rowman & Littlefield	

Reviewing published papers - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
How to critically review a published academic paper	Amos, A, Wiltshire, S , Bostock, Y , Haw, S, & McNeill, A (2003). 'You can't go without a fag . . . you need it for your hash'—a qualitative exploration of smoking, cannabis and young people. Addiction, 99, 77-81	

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Ethics in criminological research - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
What are research ethics? Thinking ethically through the research process Ethics and vulnerability	Israel, M & Hay, I. (2011) Research Ethics in Criminology In The SAGE Handbook of Criminological Research Methods. Sage Williams, M. (2008) The Ethics of Social Research. In Ethical Issues in Social Research. Sage	

Qualitative approaches and analysis - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to qualitative approaches to research Introduction to methods of qualitative analysis	Flick, U. (2011) What Is Qualitative Research? In: Designing Qualitative Research. Sage	Learning log portfolio due on Monday 27 April Learning log portfolio Due: Week 7 Monday (27 Apr 2020) 9:00 am AEST

Qualitative approaches and analysis - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to qualitative approaches to research Introduction to methods of qualitative analysis	Flick, U. (2011) Analyzing Qualitative Data In: Designing Qualitative Research. Sage	

Quantitative methods - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction to quantitative research methods	Stockemer, D. (2019). The Nuts and Bolts of Empirical Social Science In Quantitative Methods for the Social Sciences. Springer Albers, M.J. (2017). Statistical tests In Introduction to Quantitative Data Analysis in the Behavioral and Social Sciences. Wiley
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Survey research & Evaluation research - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Methods of conducting survey research, what is evaluation research?	Stockemer, D. (2019). An Introduction to Survey Research. In Quantitative Methods for the Social Sciences. Springer	Literature review assignment due on Monday 18 May Literature review Due: Week 10 Monday (18 May 2020) 9:00 am AEST

Online research - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Conducting research using the internet	Lee, R. Fielding, N & Black, G. (2011) The Internet as a Research Medium In Introduction to the Sage Handbook of Online Research Methods. Sage Janetzko, D. (2011). Nonreactive Data Collection on the Internet. In Introduction to the Sage Handbook of Online Research Methods. Sage	

Secondary sources in research - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
What are secondary sources? How can they be useful to researchers?	O. S. P. (2014.). Analysis of Secondary Data. Research and evaluation methods. Salem Press	

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Research proposal assignment due Monday 8 June Research proposal Due: Review/Exam Week Monday (8 June 2020) 9:00 am AEST

Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Unit Coordinator : Dr Emma Turley
 Email : e.turley@cqu.edu.au
 Phone : 0747265340
 Location : Building 2, 358 Flinders Street, Townsville 4810
 Please email me for an appointment

Assessment Tasks

1 Learning log portfolio

Assessment Type

Learning logs / diaries / Journal / log books

Task Description

Students will submit a learning log portfolio consisting of short activities relating to criminological research to demonstrate their knowledge and understanding of criminological research methods. The learning log portfolio will consist of activities students will be provided in the study guide.

In certain modules (weeks) during the term students are provided with a task to complete in the study guide. These short tasks make up the learning log portfolio. Each task is relevant to that module's particular topic and will develop your knowledge and practical skills in relation to criminal intelligence analysis. Not all modules will have tasks to complete.

Word length **per task** 250-300 words (around half a side of A4). There are 5 tasks to complete as part of the learning log portfolio.

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

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.

Submission guidelines

A contents page is required at the beginning of the portfolio and pages should be numbered.

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

Submission is via Moodle.

Assessment Due Date

Week 7 Monday (27 Apr 2020) 9:00 am AEST

Return Date to Students

Week 9 Monday (11 May 2020)

Weighting

30%

Assessment Criteria

Application of theory from the unit

Application of concepts from the unit

Independent research conducted

Professional presentation

Referencing Style

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

Submission

Online

Submission Instructions

Submission will be via Moodle

Learning Outcomes Assessed

- Explain the use of a particular intelligence analysis methodology applied to a problem in the justice arena
- Manage deployment of an intelligence analysis project including ethical aspects
- Work with others to achieve collaborative project outcomes

Graduate Attributes

- Problem Solving
- Information Literacy
- Team Work
- Ethical practice

2 Literature review

Assessment Type

Research Assignment

Task Description

For this assignment students will write a critical review of the literature in the area of **either** rape and sexual assault on college and university campuses **or** hate crime.

Students can choose the particular focus of their literature review as long as the topic broadly addresses either rape and sexual assault on college and university campuses **or** hate crime. For example

- projects/programmes implemented by universities and/or colleges to improve students' knowledge of sexual consent
- who commits hate crimes and why?
- an exploration of the impact/experience of being a victim of hate crime

Questions to Ask about Individual Articles

- Does the article have a clear position statement? Is it supported by a well organised argument that uses convincing evidence?
- What strategies or methodologies does the author use in the article?
- Was the article published in a respected academic journal? (Remember the importance of peer review.)
- Is the author someone who seems reliable? Might the author have some sort of agenda or ideological motivation that might affect the way the argument is presented? (A Google search can be useful.)
- How recently was the article published? In rapidly changing fields, research can become dated quickly, so it is generally preferable to use articles published within the past five to eight years or so.
- What original contribution does the article make to the discussion about the topic?

Organising the Literature Review

A successful literature review should have three parts that break down in the following way:

INTRODUCTION

1. Defines and identifies the topic and establishes the reason for the literature review.
2. Points to general trends in what has been published about the topic.
3. Explains the criteria used in analysing and comparing articles.

BODY OF THE REVIEW

1. Groups articles into thematic clusters, or subtopics. Clusters may be grouped together chronologically, thematically, or methodologically (see below for more on this).
2. Proceeds in a logical order from cluster to cluster.
3. Emphasises the main findings or arguments of the articles in the student's own words. Keeps quotations from sources to an absolute minimum.

CONCLUSION

1. Summarises the major themes that emerged in the review and identifies areas of controversy in the literature.
2. Pinpoints strengths and weaknesses among the articles (research design, methods used, gaps in research, problems with theoretical frameworks, etc.).
3. Concludes by formulating questions that need further research within the topic, and provides some insight into the relationship between that topic and the larger field of study or discipline.

It is recommended that students follow this structure when writing the literature review.

Literature Review: Relational Words and Phrases

The entire point of writing a literature review is to synthesise, or write about the **relationships** between, the articles you're using, defining the connection between them and explaining how they come together to represent a body of knowledge on a subject. The following words and phrases are useful when writing a literature review because they express specific types of relationships between ideas [table of phrases included in the assessment briefing].

Submission guidelines & referencing

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

- Referencing must adhere to APA style. See [here](#) for instructions.
- You **MUST** include a reference list.

Only include authoritative references that have an author(s) and that have been **peer reviewed** (i.e. journals included in the databases, reputable journals accessed via Google Scholar etc).

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.

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:1500 words

Assessment Due Date

Week 10 Monday (18 May 2020) 9:00 am AEST

Return Date to Students

Week 12 Monday (1 June 2020)

Weighting

40%

Assessment Criteria

Selected literature is relevant to topic

Selected literature is appropriate for topic

Selected literature's main points and arguments are synthesized

Literature review demonstrates evidence of critical evaluation

Referencing Style

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

Submission

Online

Submission Instructions

Submission is via Moodle

Learning Outcomes Assessed

- Evaluate criminology problems through critical thinking, evaluating evidence and current practice and developing alternative solutions
- Work with others to achieve collaborative project outcomes
- Write well presented reports for a public sector audience.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Ethical practice

3 Research proposal

Assessment Type

Research Proposal

Task Description

A research proposal is the first stage of a piece of research. Proposals are usually considered by a panel of experts who will permit or reject the research based on the information provided. A research proposal intends to illustrate that;

- the research is necessary
- the research is worthwhile
- the research is well designed
- the researcher is competent to carry out the research

Research proposals should address;

- **what** will be accomplished
- **why** the researcher intends to carry out the research
- **how** the research will be conducted

Some guidelines

For this assignment students must produce a mini research proposal, either from a quantitative perspective **or** from a qualitative perspective. The proposed research should be related to your area of interest within criminology, drawing upon the challenges during CIA sessions.

Contents of the proposals

1. Introduction/Background/Literature Review:

The main purpose of the introduction in a research proposal is to provide an outline of the background or context of the research that is being proposed.

Two research papers should briefly be critically reviewed **using the summary table** provided in the Moodle assessments resources folder. The past research you draw upon should provide justification for the research you are proposing e.g. have you identified a gap in the current literature? Would you like to extend/expand/develop some previous research?

If the proposal is a qualitative piece of work, you should find qualitative research to include, and if the proposal is taking a quantitative approach, you should find quantitative work to include.

The literature review in a research proposal serves several functions:

- Demonstrates knowledge of the area/topic
- Demonstrates ability to critically select and evaluate relevant literature
- Identifies gaps in the existing body of work

State the working research hypothesis (for a quantitative proposal) and the research question/aims (for a qualitative proposal).

[Guide: 350 - 400 words]

2. Method

The method section is an important part of the research proposal, as it informs readers how you plan to conduct the necessary research to answer the research question identified in the introduction. It should also contain sufficient information for readers to judge whether the proposed research is realistic and appropriate to address the research question.

The methods selected should be informed by the lectures & practical sessions in Criminal Intelligence Analysis.

The epistemological position adopted by the research should be clearly presented – why is a quantitative/qualitative approach the most appropriate to answer the research question?

The research design must be appropriate and realistic, and should cover;

Ø Participant recruitment: how and where will participants be recruited? Who will take part? Which sampling strategy will be implemented? What is the justification for this?

Ø Method of data collection: which method is the most appropriate to collect the type of data needed for the research? Why?

Ø Procedure: How will the study be carried out? What activities will be involved? What apparatus is required?

Ø Resources: What is the estimation of costs?

An appropriate technique for analysing the data should be proposed e.g. which inferential statistical tests would be most appropriate & why? What type of qualitative analysis will enable you to answer the research question?

Bear in mind that data collection and analysis procedures in qualitative research are more closely related to each other than in quantitative research.

Finally, you should address the ethical implications of your research e.g. are there any ethical issues related to the age of the participants? How will you ensure confidentiality/anonymity/protection of participants?

[Guide: 600-650 words]

Submission guidelines & referencing

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

- Referencing must adhere to APA style. See [here](#) for instructions.
- You MUST include a reference list of all sources cited in the proposal.

Only include authoritative references that have an author(s) and that have been **peer reviewed** (i.e. journals included in the online databases, textbooks, , reputable journals accessed via Google Scholar etc).

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.

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: 1000 words

Assessment Due Date

Review/Exam Week Monday (8 June 2020) 9:00 am AEST

Return Date to Students

Return: Monday 22nd June

Weighting

30%

Assessment Criteria

Relevance of chosen topic to criminology

Appropriateness of selected topic for a research project

Justification of proposed research

Appropriate research design

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Evaluate criminology problems through critical thinking, evaluating evidence and current practice and developing alternative solutions
- Explain the use of a particular intelligence analysis methodology applied to a problem in the justice arena

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy

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