

Columbia College

Fundamentals of the Canadian Criminal Justice System (CRIM118)

Lecture 1

Course Outline

Semester Dates: October 13, 2014 – November 15, 2014

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: D/Chief (Ret.) Peter Copple BA

Email: pjcopple@gmail.com

Class Time: 8:30am – 4:30pm (Saturday)

Room: (805-114)

Credit: 3

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

This course provides an analysis of the history, organization, and functions of the various components of the Canadian Criminal Justice system. This course focuses on the interrelationships among law enforcement agencies, prosecution, courts, correctional processes and institutions, probation, parole, juvenile justice, and other officials and their agencies.

Learning Outcomes:

Students who successfully complete this course will demonstrate:

- Define the common terminology, theories, and concepts associated with the criminal justice system in Canada.
- Distinguish the three main components of the criminal justice system and their respective roles and functions.
- Critically examine the impact of the Charter of Rights and Freedoms on police powers.
- Compare and contrast the due process and conflict models of criminal justice.
- Compare and contrast traditional policing with community policing methodologies.
- Explain the structure of the Canadian courts, including specialized and circuit courts.
- Explain the steps and processes in the criminal justice system as they relate to the accused.
- Critically assess the strengths and weaknesses of the criminal justice system and recent policies promulgated to improve it.
- Evaluate the key challenges facing the Canadian criminal justice system in the early 21st century and propose possible solutions.

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Griffiths, Curt: *Canadian Criminal Justice: A Primer*, (4th Ed.). Thomson Nelson, 2011.

Recommended Readings and Resources:

Students may access these sources from the College library and from home.

ProQuest Nursing and Allied Health, Canadian Business and Current Affairs, and Canadian Newsstand

- <http://proquest.umi.com/login>
Username: cc-library
Password: welcome

GALE InfoTrac Custom Journals

- <http://infotrac.galegroup.com/itweb/calg145?db=SP00>
Password: cclibrary09

Homework Assignment Due for the First Class:

- Read your syllabus and be ready to discuss.
- Please read Chapter 1 in your text, *Canadian Criminal Justice: A Primer*, 4th Ed.
- Prepare 3 critical thinking questions based on your readings to present to your facilitator and class for discussion.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

| Title of Assignment/Examination | Length | Due Date | Weight |
|---------------------------------|-------------------|-------------------|--------|
| Participation & Engagement | | | 5% |
| Assignment #1 | 750+ words | October 25, 2014 | 15% |
| Assignment #2 – Research Paper | 1000 – 1500 words | November 08, 2014 | 20% |
| Presentation | N/A | November 08, 2014 | 10% |
| Quizzes | NA | Each Class | 20% |
| Final Exam | NA | November 15, 2014 | 30% |

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

| Description | Letter Grade | Grade Points | Percentage Scale | |
|--------------|--------------|--------------|------------------|----|
| Excellent | A+ | 4.0 | 100 | 95 |
| | A | 4.0 | 94 | 90 |
| | A- | 3.7 | 89 | 85 |
| Good | B+ | 3.3 | 84 | 80 |
| | B | 3.0 | 79 | 75 |
| | B- | 2.7 | 74 | 70 |
| Satisfactory | C+ | 2.3 | 69 | 65 |
| | C | 2.0 | 64 | 60 |
| | C- | 1.7 | 59 | 55 |
| Poor | D | 1.0 | 54 | 50 |
| Failure | F | 0.0 | 49 | 0 |

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5%. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Assignment Extension Request form (SSPP-F013)* that is to be submitted to the Department Chair for approval.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit the *Deferred Examination Application form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)* and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

| Description | Date |
|---|--|
| Last to add/drop courses | 5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater |
| Last day to withdraw without academic penalty | 50% or less of the semester has been completed |
| Final Examination | A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam dates, times, and location are posted by the main office Bldg. 802 and by the library in Bldg. 4. <u>It is the student's responsibility to check this exam posting.</u> |

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities:

Students with temporary or permanent disabilities may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Disability Services by making an appointment with a Disability Services Advisor – Main Office – Bldg. 802 or emailing disabilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Accommodation Policy and Handbook (ADM-P188)*.

Student Support:

Students should be aware that Life Coaching, Career and Disability Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

| Class Session | Topics | Readings | Homework |
|----------------------|---|---|--|
| 1 | <ul style="list-style-type: none">• Welcome• Syllabus Review• Discuss Course Requirements• Overview of the Criminal Justice System | <ul style="list-style-type: none">• Broad Review of Chapters | |
| 2 | <ul style="list-style-type: none">• The Criminal Justice - Overview | <ul style="list-style-type: none">• Chapter 1 | |
| 3 | <ul style="list-style-type: none">• Challenges in Criminal Justice• The Police | <ul style="list-style-type: none">• Chapter 2• Chapter 3 | |
| 4 | <ul style="list-style-type: none">• Police Powers & Decision Making/Police Strategies Operations | <ul style="list-style-type: none">• Chapter 4• Chapter 5 | Assignment #1 due |
| 5 | <ul style="list-style-type: none">• Criminal Courts• Prosecution of Criminal Cases | <ul style="list-style-type: none">• Chapter 6• Chapter 7 | |
| 6 | <ul style="list-style-type: none">• Sentencing• Alternatives to Confinement | <ul style="list-style-type: none">• Chapter 8• Chapter 9 | |
| 7 | <ul style="list-style-type: none">• Correctional Institutions | <ul style="list-style-type: none">• Chapter 10 | |
| 8 | <ul style="list-style-type: none">• Release and Re-entry/Review | <ul style="list-style-type: none">• Chapter 11 | Assignment #2 due; Team presentation; |
| 9 | <ul style="list-style-type: none">• Review | | All Chapters |
| 10 | <i>Final Exam – 3 hour time limit</i> | | |

Appendix 1 Assessment Information

Assignment #1

Due Date: October 25, 2014

Weight: 15%

Students will be expected to submit an original essay of a minimum length of 750 words discussing the efficacy of using collaborative relationships between private security organizations and public policing forces to address crime and social disorder issues. Students must use a minimum of two sources in addition to the course text and the submission must be to APA standards.

Assignment #2 - Research Paper

Due Date: November 08, 2014

Weight: 20%

Students will be expected to submit a research paper of a minimum length of 1000 words discussing the current use of electronic monitoring technology and the recent addition of GPS (in some jurisdictions) to control offender movements. Students must use a minimum of two sources in addition to the course text and the submission must be to APA standards. Please see *Appendix 2* for the grading rubric.

Quizzes

Due Date: Each class from classes 2 through 9 inclusive.

Weight: 20%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded quiz based on these reading assignments.

Team Presentation

Due Date: November 08, 2014

Weight: 10%

Students will be organized into a team of 4-5 members. Each team will choose from an assigned selection of Canadian Justice System topics and make a 15-20 minute PowerPoint presentation to the class and be prepared to respond to questions from class members. Students will be evaluated on an individual basis. Please see *Appendix 3* for the grading rubric.

Final Exam

Due Date: November 15, 2014

Weight: 30%

Students will be required to write a final exam on covering the content of classroom learning and assigned text readings. The exam will be a combination of multiple choice, short answer and case study questions and will be worth 30% of the student final grade.

Appendix 2
Columbia College
Analytical Essay Marking Rubric
 Last Revised: January 2013

| Student's Name _____ | | CRIM 118 Course Code _____ | Date _____ | Peter Copple Facilitator/Evaluator's Name _____ |
|-------------------------------|---|---|--|--|
| Area | A | B | C-D | F |
| | 5 | 4 | 3 | 2-0 |
| Thesis | <ul style="list-style-type: none"> Easily identifiable, believable, original, well-developed, clear thesis that states a definite point to be argued. | <ul style="list-style-type: none"> Good thesis, but slightly unclear in parts. Or, while not incorrect, lacking in originality or insight. | <ul style="list-style-type: none"> Promising thesis is somewhat unclear or contains vague terms. Or, largely unoriginal, or offering relatively little that is unique or new. | <ul style="list-style-type: none"> Thesis is difficult to identify at all. May be restatement of an obvious point. Provides little basis for a clear argument to be developed or structure to be devised |
| Structure of the Essay | <ul style="list-style-type: none"> Overall structure of essay is clear and excellent organization is evident to strategically argue the point of view. Opening paragraph provides appropriate and thorough background for the thesis. Excellent transitions from point to point. Paragraphs support solid topic. Sentences and contain points relevant to the topic. Conclusion is strong and clearly brings closure to the argument. | <ul style="list-style-type: none"> Generally, structure is clear and appropriate, though may ramble on in parts, or be too brief on one or two points. Opening paragraph provides sufficient background for the thesis. May have a few unclear transitions, or a few paragraphs either lacking clear topic sentences, or with two or more topics combined together. Conclusion is evident and brings closure to the argument. | <ul style="list-style-type: none"> Generally, there is evidence of a structure which is at times unclear. Opening paragraph has the beginnings of good information. Ideas may at times wander or jump around. Some transitions. Some paragraphs lack an identifiable topic sentence. Beginning of a conclusion is evident. | <ul style="list-style-type: none"> Organization is unclear because thesis is weak or not defined. Introduction lacks sufficient information to support the thesis. Transitions confusing and unclear. Few clear topic sentences. Conclusion has not been developed. |

| Area | A | B | C-D | F |
|--------------------------------|---|---|---|--|
| | 5 | 4 | 3 | 2-0 |
| Use of Evidence | <ul style="list-style-type: none"> Primary source information and/or quality secondary source information used to support every point with at least one example. Examples support topic and fit within each paragraph. Smooth integration of quoted material into sentence. | <ul style="list-style-type: none"> Examples used to support most points; generally quality sources (primary or secondary), though quality varies. Examples are usually provided to support points. Quotes and evidence generally integrated well into sentences. | <ul style="list-style-type: none"> Examples used to support some points. Some points lack supporting evidence or examples. Quotes and evidence are evident, but at times inconsistently integrated into sentences and structure. | <ul style="list-style-type: none"> Very few or very weak examples. General failure to support statements, or evidence given does not support the statement, because it is low-quality or irrelevant. Quotes and evidence not integrated into sentences. |
| Analysis | <ul style="list-style-type: none"> Clearly relates evidence to topic sentences and to larger thesis. Analysis is fresh and exciting, posing new ways to think about the material and to make connections among different sources. | <ul style="list-style-type: none"> Evidence often relates to topic of paragraph and to larger thesis, though some connections are not clear. | <ul style="list-style-type: none"> Quotes and evidence are evident, but at times are not followed by the author's analysis, and/or lack an explanation of how they relate to the paragraph topics and the larger thesis as a whole | <ul style="list-style-type: none"> Very little or very weak attempt to relate evidence to the central thesis and arguments of the paper. |
| Logic and Argumentation | <ul style="list-style-type: none"> All ideas in the paper flow logically; the arguments are identifiable, reasonable, and supported by evidence. Anticipates and successfully refutes/disproves objections or counter-arguments Makes original connections to outside material (whether from the class, other classes, or independent research) that illuminates the thesis and its constituent parts. | <ul style="list-style-type: none"> Argument of paper is clear, usually flows logically and makes sense. Identifies some counterarguments, but these are addressed unevenly. Some insightful connections made. | <ul style="list-style-type: none"> Argument is present, but may at times be inconsistent in presentation. Logic at times fails, or argument may be unclear. Some counter-arguments are identified, but this area needs more development. | <ul style="list-style-type: none"> Ideas do not flow well. Simplistic view of topic. Faulty logic. No effort to address possible alternative views. |

| Area | A | B | C-D | F |
|--|---|--|--|---|
| | 5 | 4 | 3 | 2-0 |
| Mechanics, Grammar, Professional Format | <ul style="list-style-type: none"> • Mainly error free. • Uses APA citation correctly. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment. | <ul style="list-style-type: none"> • A few minor errors in usage, grammar, or mechanics. • Generally uses APA citation correctly. • Meets requirements for a well written academic response. • Meets requirements of the assignment. | <ul style="list-style-type: none"> • Some errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with some errors. • Meets some requirements for an acceptable academic response. • Meets some of the requirements of the assignment. | <ul style="list-style-type: none"> • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge. • Does not meet enough requirements for an acceptable academic response. • Does not meet enough requirements to address assignment. |

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 30:

Facilitator/Evaluator’s Comments:

Appendix 3
Columbia College
CRIM 118 Oral Presentation Rubric
 Last Revised: February 26, 2014

| Student's Name | | CRIM 118 Course Code | | Date | | Peter Copple Facilitator/Evaluator's Name | |
|--|---|---|--|--|--------------|--|--|
| Content | 16 – 20 | 11 – 15 | 6 – 10 | 1 - 5 | Grade | | |
| Identification of Main Issues/ Problems | <ul style="list-style-type: none"> Identifies and understands all of main issues in the case study | <ul style="list-style-type: none"> Identifies and understands most of the main issues in the case study | <ul style="list-style-type: none"> Identifies and understands some of the issues in the case study | <ul style="list-style-type: none"> Identifies and understands few of the issues in the case study | | | |
| Analysis of Issues | <ul style="list-style-type: none"> Insightful and thorough analysis of all the issues | <ul style="list-style-type: none"> Thorough analysis of most of the issues | <ul style="list-style-type: none"> Superficial analysis of some of the issues in the case study | <ul style="list-style-type: none"> Incomplete analysis of the issues | | | |
| Commentary: Solutions/Strategy | <ul style="list-style-type: none"> Well documented, reasoned and appropriate comments on solutions/issues | <ul style="list-style-type: none"> Appropriate well thought out comments on solutions/issues for most of the issues in the study | <ul style="list-style-type: none"> Superficial and/or inappropriate comments/solutions to some of the issues in the study | <ul style="list-style-type: none"> Little or no action suggested and/or inappropriate solutions/comments to all of the issues in the case study | | | |
| Links to Course Material | <ul style="list-style-type: none"> Excellent research into the issues with clearly documented links to course material/references. | <ul style="list-style-type: none"> Good research and documented links to course/reference material | <ul style="list-style-type: none"> Limited research and documented links to course /reference material | <ul style="list-style-type: none"> Incomplete research and links to course /reference material | | | |

Total: _____ /80 = _____ % x 15 = _____

Facilitator/Evaluator's Comments:

Columbia College
Student Engagement Rubric
 Last Revised: December 2011

| | | | |
|-----------------------|--------------------|-------------|-------------------------------------|
| Student's Name | Course Code | Date | Facilitator/Evaluator's Name |
|-----------------------|--------------------|-------------|-------------------------------------|

| Pts | Preparation for Class | Quality of Participation | Involvement in Process | Frequency of Participation |
|-----|---|---|---|---|
| 5 | <ul style="list-style-type: none"> Demonstrates completion of readings or assignment and awareness of all key concepts contained in readings or assignment on a daily basis. | <ul style="list-style-type: none"> Comments significantly add to the learning process; consistently demonstrates high order thinking, analysis, synthesis, and evaluation; demonstrates ability to appropriately apply concepts to real-life situations; always participates constructively in discussion on a daily basis | <ul style="list-style-type: none"> Comments build on contribution of others, enabling group to integrate experiences and insights (linking theory and real-life experiences); supportive and encouraging to other class members; comments are focused and concise. | <ul style="list-style-type: none"> Contributes actively and consistently to group process on a daily basis. |
| 4 | <ul style="list-style-type: none"> Demonstrates completion of readings or assignment and awareness of most of the key concepts on a daily basis. | <ul style="list-style-type: none"> Comments contribute to learning process; shows evidence of ability to apply concepts to real-life situations; mostly demonstrates higher order thinking skills; generally participates constructively in discussion on a daily basis. | <ul style="list-style-type: none"> Comments do not always build on the contribution of others; most times shows support of other classmates. | <ul style="list-style-type: none"> Contributes actively and somewhat inconsistently to group process on a daily basis. |
| 3 | <ul style="list-style-type: none"> Demonstrates awareness of some key concepts or ideas contained in readings or assignment on a daily basis. | <ul style="list-style-type: none"> Comments show evidence of awareness and understanding of concepts covered in the reading or assignment; inconsistently demonstrates high-order thinking; inconsistently participates in a constructive manner. | <ul style="list-style-type: none"> Speaks up when asked with comments that add to understanding; inconsistently shows support of other classmates; comments tend to be at times off focus. | <ul style="list-style-type: none"> Contributes inconsistently to group process. |
| 2 | <ul style="list-style-type: none"> Inconsistently demonstrates awareness of concepts or ideas contained in readings or assignment; inconsistent daily preparation. | <ul style="list-style-type: none"> Comments show background knowledge of basic concepts covered in the readings or assignment; little demonstration of higher-order thinking; generally, participation is not constructive | <ul style="list-style-type: none"> Contributes little to group understanding; little evidence of being encouraging to others. | <ul style="list-style-type: none"> Does not contribute to group except when asked. |
| 1 | <ul style="list-style-type: none"> Demonstrates little or no awareness of key concepts or ideas contained in readings or assignment; little to no daily preparation. | <ul style="list-style-type: none"> Comments show no evidence of awareness of concepts covered in the readings or assignment; shows no evidence of higher-order thinking; shows general lack of interest. | <ul style="list-style-type: none"> Does not contribute to the group process. | <ul style="list-style-type: none"> Does not contribute. |

Total Score out of 40:

Facilitator/Evaluator's Comments:

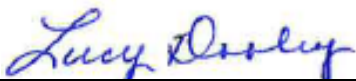
Approval:



Program Director's Signature

October 6, 2014

Date



Vice-President's, Academic Signature

October 6, 2014

Date



Registrar's Signature

October 6, 2014