



## COURSE OUTLINE: PFP0301 - CRIMINAL & CIV LAW

Prepared: Frank Caputo

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	PFP0301: CRIMINAL AND CIVIL LAW				
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN				
<b>Department:</b>	C.I.C.E.				
<b>Semesters/Terms:</b>	19F				
<b>Course Description:</b>	This course deals with the fundamentals of criminal law, including: analyzing the elements of an offence, classification of offences, and the identification of defenses used in criminal cases. The course will also introduce the student to the rights of citizens in contracts, landlord and tenant situations, labour, and family law. Charter implications, as well as liability under tort law, will be reviewed and discussed. It is also designed to help the student develop research and analysis skills so that they can locate, interpret, and apply both statute and case law to investigations.				
<b>Total Credits:</b>	3				
<b>Hours/Week:</b>	3				
<b>Total Hours:</b>	45				
<b>Prerequisites:</b>	There are no pre-requisites for this course.				
<b>Corequisites:</b>	There are no co-requisites for this course.				
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>				
<b>General Education Themes:</b>	Civic Life Social and Cultural Understanding				
<b>Course Evaluation:</b>	Passing Grade: 60%,				
<b>Books and Required Resources:</b>	Criminal Code of Canada by Martins Publisher: Edmond Montgomery				
<b>Course Outcomes and Learning Objectives:</b>	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Locate, interpret and apply Canadian Statute and</td> <td>1.1 Define terms as set out by the course instructor: - Law</td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Locate, interpret and apply Canadian Statute and	1.1 Define terms as set out by the course instructor: - Law
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	<p>case law.</p>	<ul style="list-style-type: none"> <li>- Procedural law</li> <li>- Substantive law</li> <li>1.2 Discuss the sources of Canadian Law: <ul style="list-style-type: none"> <li>- Legislation</li> <li>- Common Law</li> <li>- Case Law</li> <li>- Church Law</li> </ul> </li> <li>1.3 Identify functions of law</li> <li>1.4 Identify law making areas of jurisdiction of the various levels of governments: <ul style="list-style-type: none"> <li>- Federal</li> <li>- Provincial</li> <li>- Municipal</li> </ul> </li> <li>1.5 Locate Federal and Provincial statutes using print and online sources</li> <li>1.6 Describe typical layout of statutes including the breakdown of sections</li> <li>1.7 Locate case law using print and online sources</li> <li>1.8 Explain the system of precedent</li> </ul>
	<p><b>Course Outcome 2</b></p>	<p><b>Learning Objectives for Course Outcome 2</b></p>
	<p>2. Identify basic rights under the Charter of Rights and Freedoms under the Canadian Constitution.</p>	<ul style="list-style-type: none"> <li>2.1 Sec 2: Fundamental Freedoms</li> <li>2.2 Sec 3: Democratic Rights</li> <li>2.3 Sec 6: Mobility Rights</li> <li>2.4 Sec 7: Legal Rights</li> <li>2.5 Sec 8: Unreasonable Search and Seizure</li> <li>2.6 Sec 9: Arbitrary Detention or Imprisonment</li> <li>2.7 Sec 10: Rights on Arrest or Detention</li> <li>2.8 Sec 11: Rights Related to Criminal and Penal Matters</li> <li>2.9 Sec 12: Cruel and Unusual Treatment or Punishment</li> <li>2.10 Sec 13: Right Against Self Incrimination</li> <li>2.11 Sec 15: Equality Rights</li> <li>2.12 Sec 24: Charter Remedies</li> </ul>
	<p><b>Course Outcome 3</b></p>	<p><b>Learning Objectives for Course Outcome 3</b></p>
	<p>3. Apply the basic principles of criminal law to given factual situations.</p>	<ul style="list-style-type: none"> <li>3.1 Define terms as set out by the course instructor: <ul style="list-style-type: none"> <li>- Indictable</li> <li>- Summary Conviction</li> <li>- Hybrid or Dual Procedure</li> <li>- Mens Rea</li> <li>- Actus Reus</li> <li>- Facts in Issue</li> </ul> </li> <li>3.2 Identify the most common criminal and quasi-criminal offences in Federal and Provincial Statutes that influence the law enforcement process</li> <li>3.3 From a given list, classify offences as indictable, summary conviction or dual procedure</li> <li>3.4 Explain the reasons for the classification of offences</li> <li>3.5 Describe the role of the police and the Crown Prosecution in proving the elements of a crime (Facts in Issue)</li> <li>3.6 Identify the Actus Reus elements of an offence <ul style="list-style-type: none"> <li>- Conduct</li> <li>* Act</li> <li>* Omission</li> <li>* State of being</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Circumstances</li> <li>- Consequences</li> </ul> <p>3.7 Apply the legal principles of actus reus by describing types of actus reus, causation, and voluntariness</p> <p>3.8 Identify the Mens Rea `` in a given offence</p> <ul style="list-style-type: none"> <li>- Made a choice</li> <li>- Made choice of own free will</li> <li>- Made choice with knowledge that it was wrong</li> </ul> <p>3.9 Apply the legal principles of mens rea by describing the types of mens rea and the methods of logical proof of the same</p> <p>3.10 Describe the differences between absolute and strict liability offences</p> <p>3.11 Identify the various participants to a crime</p> <ul style="list-style-type: none"> <li>- Committer</li> <li>- Aider</li> <li>- Abettor</li> <li>- Counselor</li> </ul> <p>3.12 Explain the role and criminal liability of the aider and abettor, counselor, accessory after the fact and conspirator</p> <p>3.13 Compare the commission of an offence to attempts and conspiracies,</p> <p>3.14 Identify the most commonly used defences in criminal cases and describe the elements of each:</p> <ul style="list-style-type: none"> <li>- Automatism</li> <li>- Drunkenness</li> <li>- Consent</li> <li>- Self-Defence</li> <li>- Mistake of fact</li> <li>- Mistake of law</li> <li>- Duress</li> </ul>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Apply civil law with respect to the rights and obligations of citizens in specific law enforcement areas.	<p>4.1 Classify issues in specific civil law areas of torts, contracts, and property</p> <p>4.2 Determine liability by applying the principles of the law of torts of assault, battery, and trespass</p> <p>4.3 Apply the principles of the tort law of false imprisonment</p> <p>4.4 Apply the principles of tort law to the doctrines of negligence</p> <p>4.5 Recognize property ownership by applying basic law of property</p> <p>4.6 Identify basic landlord and tenant contract elements and related legislation</p> <p>4.7 Identify basic elements of contracts</p> <ul style="list-style-type: none"> <li>- Employment contract</li> <li>- Insurance contract</li> </ul> <p>4.8 Identify issues in family law with respect to custody, property and support and related legislation</p> <p>4.9 Identify labour law as it relates to labour disputes</p>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Students will demonstrate their learning achievement of course learning outcomes	<p>5.1 Application level tests (open and closed book)</p> <p>5.2 Application assignments</p> <p>5.3 Case Studies</p>



by completions of:

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Test #1	35%
Test #2	35%
Test #3	30%

**CICE Modifications:**

**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format



2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:** October 4, 2019

**Addendum:** Please refer to the course outline addendum on the Learning Management System for further information.

