

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Canadian Criminal Justice

CODE NO. : PFP101

SEMESTER: 1

MODIFIED CODE: PFP011

PROGRAM: Police Foundations
Law and Security Administration

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MODIFIED BY: Rachel Read, CICE Program

DATE: Aug, 2004 **PREVIOUS OUTLINE DATED:** Sept,
2003

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3 hours/week

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For additional information, please contact the Dean,
School of Health and Human Services
(705) 759-2554, Ext. 603/689

I. COURSE DESCRIPTION:

This course will provide a historical perspective of the Canadian Criminal Justice System. It will introduce, to the CICE student, the structures, the components, the institutions and the various individuals involved with the administration of justice in Canada. The course will also examine some of the legal issues, which have arisen, which affect the operation of the Criminal Justice System.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

1. Give a basic overview of the Canadian Criminal justice SystemPotential Elements of the Performance:

- Identify the major agencies of the Canadian Criminal justice System
- Discuss the costs of operating each component and the system
- discuss how each component operates by itself and in concert with a system
- Describe the crime funnel
- Define terms introduced by the instructor

2. Describe the basic concepts of Criminal Law and/or be able to locate information to:Potential Elements of the Performance:

- Describe the process that criminal laws in Canada are established
- Describe the categories of offences
- Describe the categories of substantive and procedural law
- Describe the concepts of mens rea and actus reus
- Describe the applicable sections of the Canadian Charter of rights on Criminal law

3. Demonstrate an understanding of the various models of Criminal JusticePotential Elements of the Performance:

- Discuss the differences and similarities of the four models
- Describe the models in relationship to sanctions and operation of the justice system

4. **Describe Police operations in Canada**
Potential Elements of the Performance:
 - Describe some of the types of police agencies
 - Discuss at least one measure used to estimate the size of police force
 - Describe the traditional organizational structure of a police force
 - Discuss the changing composition of police forces in Canada
 - Discuss the incidence of police misconduct and methods used to control misconduct

5. **Describe the Courts and Trial Procedures used in Canada**
Potential Elements of the Performance:
 - Discuss the operation of the different levels of courts
 - Describe the role of defence lawyer, Crown Attorney and judge
 - Discuss the role of plea bargaining

6. **Have a basic understanding of the Sentencing Process used in Canada**
Potential Elements of the Performance:
 - Describe the goals of sentencing
 - Identify the various sentencing option
 - Discuss the disparity in sentencing
 - Discuss the changes to sentences in Canada

7. **Have an understanding of contemporary Corrections in Canada**
Potential Elements of the Performance:
 - Discuss the Correctional system in Canada
 - Describe the adult correctional population
 - Describe the legal rights of offenders
 - Describe the effects of incarceration

8. **Describe community based corrections in Canada**
Potential Elements of the Performance:
 - Describe the various community programs in Canada
 - Describe the meaning of recidivism
 - Discuss the relationship between recidivism and the demographics of selected offender groups

9. **Discuss current issues in Corrections**
Potential Elements of the Performance:
 - Describe the format of intermediate sentences
 - Discuss the effectiveness of intermediate sentences
 - Discuss the effectiveness of deterrence based programs

III. TOPICS:

1. Overview of the Criminal Justice System in Canada
2. Basic concepts of Criminal Law
3. Models of Criminal Justice
4. Police Operations in Canada
5. Issues in Policing
6. Courts and Trial Procedures in Canada
7. The sentencing process in Canada
8. Contemporary Corrections in Canada
9. Community based Corrections
10. Issues in Corrections

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Criminal Justice in Canada, Second Edition, Colin Goff, ITP Nelson

V. EVALUATION PROCESS/GRADING SYSTEM:

Chapter tests (4 X 20 marks)	80 marks
Take home Assignment	20 marks

Total 100 marks

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	59% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	

NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

Re-writes of test and exams are not permitted.

**All assignments must be typed, double spaced, with a cover page
Failure to notify the professor of test/exam absence will result in a
"0" being assigned.**

**Late assignments will not be accepted for marking without a valid
medical note.**

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

Chapter Tests (4 X 20 marks)

Test #1 - Learning Objectives 1 and 2 (Chapters 1 and 2)

Test #2 - Learning Objectives 3 and 4 (Chapters 3, 5 and 6)

Test #3 - Learning Objectives 5 and 6 (Chapters 7, 8 and 9)

Test #4 - Learning Objectives 7, 8 and 9 (Chapters 10, 11 and 12)

Take-home Assignment (20 marks)

NOTE: Several chapters or more will be assigned as home study. Students will be notified during the course which chapters will be assigned.

This course requires a grade of C or better to be credited for graduation.

TAKE HOME ASSIGNMENT

PFP 101

INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM

With the assistance of the an Integrative Educational Assistant, you, the CICE student, are to research current issues about the Criminal Justice System in Canada

You are required to find 3 articles (different from each other) in either newspapers, magazines, or on the Internet. The articles should cover Law Enforcement, Courts, and Corrections. One (1) article for each area is required.

Each article must be accompanied by a one page critique of the information in the article as it relates to the textbook and material covered in class. The article needs to be referenced to the chart on page 6 of the textbook.

Your critique MUST be typed and include a cover page.

Due date is the closest class to 0800 hours, 6 December, 2004

Late assignments will not be accepted for marking.

CICE Modifications:**Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

CICE Modifications:**A. 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.

B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.***The Integrative Educational Assistant 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.

C. 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 Integrative Educational Assistant 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

D. Evaluation:

Is reflective of modified learning outcomes.