

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Canadian Criminal Justice

CODE NO. : PFP 101

SEMESTER: I

PROGRAM: Police Foundations
Law and Security Administration

AUTHOR: John E. Jones

DATE: Sept. 2009 **PREVIOUS OUTLINE DATED:** Aug. 2008

APPROVED: “Angelique Lemay”

	<u>CHAIR, COMMUNITY SERVICES</u>	<u>DATE</u>
TOTAL CREDITS:	3	

PREREQUISITE(S): none

HOURS/WEEK: 3

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I. COURSE DESCRIPTION:

This course will provide a historical perspective of the Canadian Criminal Justice System. It will introduce, to the students, 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 student will demonstrate the ability to:

1. Give an 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 LawPotential 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. Describe the various model 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 CanadaPotential Elements of the Performance:

- describe the various types of police agencies
- discuss two measures 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 CanadaPotential 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 concept of impartiality in the court system
- Discuss the role of plea bargaining

6. Describe the Sentencing Process used in CanadaPotential Elements of the Performance:

- Describe the goals of sentencing
- Outline the various sentencing option
- Discuss the disparity in sentencing
- Discuss the changes to sentences in Canada
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7. Describe contemporary Corrections in CanadaPotential Elements of the Performance:

- Outline the Correctional system in Canada
- Describe the adult correctional population
- Describe the legal rights of offenders
- Describe the effects of incarceration
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8. Describe community based corrections in CanadaPotential 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
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9. Discuss current issues in CorrectionsPotential Elements of the Performance:

- Outline 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, 4th Edition, Colin Goff, ITP Nelson

V. EVALUATION PROCESS/GRADING SYSTEM:

Chapter tests (4 X 25 marks) 100 marks

The following semester grades will be assigned to students.

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 - 59%	1.00
F	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VI. SPECIAL NOTES:

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.

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)

NOTE: Several or more chapters 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.

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool. (not available with this course)

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.