

I. COURSE DESCRIPTION:

This course is a continuation of PFP 302, Criminal Code. In this course students will analyze specific elements of selected criminal code offenses. These include, offences related to weapons and firearms, to the Controlled Drugs and Substances Act, and to hate and bias crime. Students will research case law and assess its impact on the police process. They will use case law to argue or defend decisions and to assist in proving elements of offences. Provisions of other Federal Statutes and their relationship with the Criminal Code will also be examined.

RELATIONSHIP TO PROGRAM LEARNING OUTCOMES	
Police Foundations Vocational Outcomes	Generic Skills
<ol style="list-style-type: none"> 1. Act in a manner consistent with all relevant law and legislation, and professional, organizational, and ethical standards. 2. Communicate accurately, persuasively, and credibly to develop effective working relationships with individuals, groups, and multi-disciplinary teams in order to achieve goals. 3. Apply knowledge of fundamental concepts of psychology, sociology, and criminology when interacting with peers, supervisors. Other professionals, victims, suspects/offenders, and the public. 8. Make sound decisions based on an evaluation of situations. 10. Apply fundamental concepts of political science, law and legislative policy making, and public administration to the provision of police services. 11. Assess information gathering skills use in basic investigative techniques. 13. Develop strategies to assist crime victims to meet their needs. 	<ol style="list-style-type: none"> 2. Reframe information, ideas, and concepts using the narrative, visual, numerical, and symbolic representations which demonstrate understanding. 3. Use a variety of computer hardware and software and other technological tools appropriate and necessary to the performance of tasks. 6. Evaluate her or his own thinking throughout the steps and processes used in problem solving and decision making. 7. Collect, analyze, and organize relevant and necessary information from a variety of sources. 8. Evaluate the validity of arguments based on qualitative and quantitative information in order to accept or challenge the findings of others.

II. COURSE LEARNING OUTCOMES

Students who receive credit for this course will have demonstrated their ability to:

- 1 Locate, interpret and apply Statute and Case Law related to selected provisions and offences related to weapons and Firearms:
 - 1.1 Define selected terms
 - 1.2 From a given List and/or picture, identify and classify firearms and weapons by the correct name and category;
 - 1.3 Explain the licensing and registration of Firearms in Canada
 - 1.4 Locate, in the Criminal Code and Firearms Act, pertinent sections related to offences involving weapons and firearms;
 - 1.5 Locate, in the Firearms Act and regulations, pertinent sections related to:
 - Licensing and Registration of Firearms and Weapons;
 - Storage and handling of Firearms and Weapons
 - 1.6 Interpret offences, punishment and definitions related to offences involving weapons and firearms;
 - 1.7 Locate in the Criminal Code and Reported Cases, case law related to offences involving weapons and firearms;
 - 1.8 Assess the impact of Case Law related to offences involving weapons and firearms on the police process.
 - 1.9 Identify possible defenses applicable in given situations;
- 2 Analyze offences related to weapons and firearms by applying the basic principles of Criminal Law:
 - 2.1 From a given factual situation, (case study)
 - a) Identify the offence(s);
 - b) List the facts in issue of the offence(s);
 - c) Describe the investigative procedures used to assist in the proving of the facts in issue,
 - d) Apply case law decisions;
 - e) Complete all required documentation required for arrest, release, search, and compelling appearance in court;
 - f) Apply any defence that may be applicable to the situation.
 - 2.2 Defend or argue a decision to charge, using statute and case law to support your stance.
 - 2.3 Develop and apply crime prevention strategies to prevent or reduce violent crime involving weapons or firearms.
- 3.0 Locate, interpret and apply Statute and Case Law related to selected provisions and offences related to the Controlled Drugs and Substances Act:
 - 3.1 Define selected terms;
 - 3.2 Identify commonly abused drugs and substances by schedule, description and street names;
 - 3.3 Describe the physical and psychological effects of the commonly abused drugs and substances;

- 3.4 Locate, in the Controlled Drugs and Substances Act, pertinent sections related to offences involving drugs and substances;
 - 3.5 Interpret offences, punishment and definitions related to offences involving drugs and substances;
 - 3.6 Locate in the Controlled Drugs and Substances Act and Reported Cases, case law related to offences involving Controlled drugs and substances;
 - 3.7 Assess the impact of Case Law related to offences involving drugs and substances on the police process;
 - 3.8 Identify possible defences applicable in given situations;
4. 0 Analyze offences related to controlled drugs and substances by applying the basic principles of Criminal Law:
- 4.1 From a given factual situation, (case study)
 - a) identify the offence(s);
 - b) list the facts in issue of the offence(s);
 - g) describe the investigative procedures used to assist in the proving of the facts in issue,
 - h) apply case law decisions;
 - i) complete all required documentation required for arrest, release, search, and compelling appearance in court;
 - j) apply any defence that may be applicable to the situation.
 - 4.2 Defend or argue a decision to charge, using statute and case law to support your stance;
 - 4.3 Develop and apply crime prevention strategies to prevent or reduce drugs and substance abuses in our community.
5. Locate, interpret and apply Statute and Case Law related to hate and bias crimes:
- 5.1 Define selected terms;
 - 5.2 Describe the causes of hate and bias crimes;
 - 5.3 Locate, in the Criminal Code, pertinent sections related to hate and bias crimes;
 - 5.4 Interpret offences, punishment and definitions related to hate and bias crimes;
 - 5.5 Locate in the Criminal Code and Reported Cases, case law related to hate and bias crimes;
 - 5.6 Assess the impact of Case Law related to hate and bias crimes;
 - 5.7 Identify possible defences applicable in given situations involving hate and bias crimes;
6. Analyze offences related to hate and bias crimes
- 6.1 From a given factual situation, (case study)
 - a) identify the offence(s);
 - b) list the facts in issue of the offence(s);
 - c) describe the investigative procedures used to assist in the proving of the facts in issue,
 - d) apply case law decisions;
 - e) complete all required documentation required for arrest, release, search, and compelling appearance in court;
 - f) apply any defence that may be applicable to the situation.

- 6.2 Defend or argue a decision to charge, using statute and case law to support your stance.
- 6.3 Develop and apply crime prevention strategies to prevent or reduce violent crime involving weapons or firearms.
7. Explain the relationships between the Criminal Code and other selected Federal Statutes such as:
- 7.2 The Young Offenders Act;
- 7.3 The Identification of Criminals Act;
- 7.4 The Interpretation Act;
- 7.5 The Indian Act;
- 7.6 The Charter of Rights and Freedoms

COURSE LEARNING OUTCOMES

1. Locate, interpret and apply Statute and Case Law related to weapons and firearms offences and other provisions of the Criminal Code and the Firearms Act

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Activities
<ul style="list-style-type: none"> Interpretation skills to interpret statute and case law Research skills to locate statute and case law communication skills to report findings knowledge of investigative techniques knowledge of police powers knowledge of defences to criminal prosecutions 	Annotated Criminal Code Library Resources Canadian Criminal Cases or similar resource	Open book exercises Group exercises Practical activities

2. Analyze offences related to weapons and firearms offences and other provisions of the Criminal Code and the Firearms Act

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Activities
<ul style="list-style-type: none"> knowledge of basic concepts in Canadian Criminal and civil law knowledge of Police powers knowledge of investigative techniques knowledge of crime prevention practices knowledge of ethical behaviour and practices research skills communication skills analytical and problem solving skills 	Annotated Criminal Code Firearms Act Library Resources Canadian Criminal Cases or similar resource	Case Studies Group Activities Role Playing Reporting

3. Locate, interpret and apply Statute and Case Law related to selected provisions and offences related to the Controlled Drugs and substances Act:

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Act.
<ul style="list-style-type: none"> • interpretation skills to interpret statute and case law • research skills to locate statute and case law • knowledge of basic concepts in Canadian Criminal and civil law • knowledge of Police powers • knowledge of investigative techniques • knowledge of crime prevention practices • knowledge of ethical behaviour and practices • communication skills • analytical and problem solving skills 	<p>Controlled Drugs and Substances Act</p> <p>Library Resources</p> <p>Canadian Criminal Cases or similar resource</p>	<p>Case Studies</p> <p>Assignment</p> <p>Presentation</p>

4. Analyze offences related the Controlled Drugs and Substances Act and other provisions of the Criminal Code

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Activities
<ul style="list-style-type: none"> • knowledge of basic concepts in Canadian Criminal and civil law • knowledge of Police powers • knowledge of investigative techniques • knowledge of crime prevention practices • knowledge of ethical behaviour and practices • research skills • communication skills • analytical and problem solving skills 	<p>Annotated Criminal Code</p> <p>Library Resources</p> <p>Canadian Criminal Cases or similar resource</p>	<p>Case Studies</p> <p>Group Activities</p> <p>Role Playing</p> <p>Reporting</p>

5. Locate, interpret and apply Statute and Case Law related hate and bias crimes.

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Activities
<ul style="list-style-type: none"> • Interpretation skills to interpret statute and case law • Research skills to locate statute and case law • communication skills to report findings • knowledge of investigative techniques • knowledge of police powers • knowledge of defences to criminal prosecutions 	Annotated Criminal Code Library Resources Canadian Criminal Cases or similar resource Internet	Open book exercises Group exercises Practical activities

6. Analyze offences related to hate and bias crimes.

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Activities
<ul style="list-style-type: none"> • knowledge of basic concepts in Canadian Criminal and civil law • knowledge of Police powers • knowledge of investigative techniques • knowledge of crime prevention practices • knowledge of ethical behaviour and practices • research skills • communication skills • analytical and problem solving skills 	Annotated Criminal Code Library Resources Canadian Criminal Cases or similar resource	Case Studies Group Activities Reporting

How learners might demonstrate their learning achievement of course learning outcomes:

Written Tests:

Questions to test learner's understanding of terms, offences, points of law, and case law (course learning outcomes)

Case Studies

Using real (role play) or simulated situations, students will identify any offences and analyze those offences to establish a *prima facie* case. Knowledge and skills acquired in other Police Foundations classes, that is relevant to this course will also be utilized and re-enforced. Students will prepare a written report as well as presenting their findings to the class. (course learning outcomes 1, 2,3 and 4)

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

Martin's Annotated Criminal Code

IV. EVALUATION PROCESS / GRADING SYSTEM:

Students will be evaluated in the following manner:

Crown Brief Assignment	20%
Mid Term	40%
Final Exam	40%
TOTAL	100%

Students are responsible for attending and writing mid term and final exams on the scheduled dates.

Re-writes will not be permitted unless accompanied by a doctor's note.

COLLEGE GRADING POLICY

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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% 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.

Students enrolled in Police Foundations or Law and Security Administration will require a minimum of 60% (C) as a passing grade in each course.

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

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

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.

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. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. 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 enclosed, the learning process has begun. Late arrivers will not be granted admission to the