



SOC 126

Introduction to Justice and Punishment

S2 External 2019

Dept of Sociology

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit offers students an opportunity to examine the social, moral and political relationships that underpin 'justice' and 'punishment' in the modern world. This criminology unit provides a particular focus on the purpose and aims of the criminal justice system. The 'cycle of justice' is unpacked, including: interacting with the police; what happens in court; how we punish people and what we expect to happen after punishment has been administered. Students are encouraged to re-examine the socially constructed nature of both justice and punishment, questioning the purpose of law and the role it plays in maintaining, or disrupting, established notions of fairness and equity from a criminological perspective. Students will get to go and see justice in action and report back on their findings.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate a scholarly understanding of the criminal justice system using social and criminological theory and research

Critically apply 'criminal justice' and 'social justice' to the Australian criminal justice system

Use social research skills to analyse, interpret and assess different sources of data and evidence

Critically assess the ideal of justice 'done' in the Australian criminal justice system

Critically assess key concepts in the sociology of law and criminology across local, regional and global examples

Communicate ideas on justice and punishment to fellow students and teachers clearly in spoken and written format

Engage in independent observation activity in a courtroom environment

Demonstrate a continuous commitment to learning by preparing for and engaging in all online and classroom activities

General Assessment Information

ACTIVE PARTICIPATION

There are no mandatory on campus sessions for externally enrolled students in this unit.

Active participation does, however, require a number of weekly actions by students:

- **PART 1. PREPARATION** - Each week students are required to prepare a 'draft reading reflection' of no more than one A4 page. This should be posted to the weekly activity space in the ONLINE WIKI as evidence of your preparation for further discussion. Students can follow the guidance on reading reflections provided in iLearn to help guide this work. The notes form a foundation for group discussions in the wiki each week.

- **PART 2. EXTERNAL STUDENT WIKI PARTICIPATION** - The wiki provides a virtual classroom for weekly discussion by external students. It is monitored weekly by the convenor. Your engagement and active participation in the wiki space will be marked, with general feedback provided through the wiki discussions throughout term. Marks are awarded for:

- making multiple *discursive posts* in the wiki each week (3-6 is a good amount per weekly activity),
- using appropriate materials (e.g. readings, reports) in posts (this includes referencing properly and providing hyperlinks where appropriate),
- offering feedback to other students on their own posts (by responding to other students in the wiki),
- asking informed questions (not simply saying 'I agree' etc but rather thoughtful prompts for broader discussion),
- extra credit may be awarded for flagging readings and other relevant materials beyond those provided by the convenor.

- **PART 3. GENERAL DISCUSSION BOARD PARTICIPATION** - We aim to build a community of learning and engagement in this community can lead to extra marks. Up to an additional 10% towards the overall active participation grade can be accrued through contribution to other online activities, such as periodic TOPIC REVIEWS in the general discussion board, responding correctly to student enquiries on the discussion board etc.

- *Extra credit may be awarded for providing links or summaries of relevant materials beyond those provided to class or for exceptional performance in any of the above. Marks may also be deducted for poor performance.*
- *Active Participation in this unit requires that students login in and check the wiki several times **every** week, instead of logging in once a week to do all your online work. You should plan your studies to accommodate this requirement.*

THRESHOLD REQUIREMENTS for Active Participation:

- *Students are expected to complete a total of 75% of all active participation activities. Students must meet this threshold to achieve a passing grade on participation*
- *If you miss an activity but have a valid reason you must provide formal documentation (e.g. a medical certificate, letter from student counselor etc.) to your tutor **within 7 days of the disruption** OR apply for special consideration*
- *A special section has been added to this unit guide with more information on how to make up for missed participation activities. See the HOW TO MAKE-UP FOR MISSED ACTIVE PARTICIPATION ACTIVITIES (NOTES FOR STUDENTS AND STAFF section in this unit guide.*

READING REFLECTIONS

This task links the learning outcomes of your *Active Participation* (above) to your *Court Report* (see below).

Students will write a weekly draft reading reflection every week, as practice. They will improve these drafts, building on feedback in class, and submit two finalised **reading reflections** for formal marking through Turnitin.

Please check the student guidance and assessment rubric (supplied in iLearn).

This task is split into 2 parts and requires 2 separate submissions via the Turnitin assessment, the link to which is in iLearn.

Deadlines for these submissions tasks are also listed in iLearn once the unit goes live in Week 1.

ONLINE QUIZ

The online quiz will test some basic knowledge on the course content for the first 6 weeks of the unit. It also tests student engagement with web resources and awareness of some basics about the Australian criminal justice system required for completion of later assessments. It serves to review and consolidate previous learning techniques, strategies and writing skills that are a core of social science, sociology and criminology disciplines.

This quiz will be made available through i-learn from week 5 until week 7 of the term (including the semester half-term break). Students may complete the quiz at any time within this period. Failure to complete the quiz within this time will result in a mark of '0' for the online quiz component. Instructions for the completion of the quiz will be provided in i-learn when the quiz is released. The quiz focuses on discipline specific knowledge and developing a basic set of reflections at the lower order level of learning. Nonetheless it remains vital as a basis for your further study and as a commitment to continuous learning testing a narrow but important range of capabilities and learning outcomes.

THE COURT REPORT

Students will make independent research visits to the Local and District courts. They will conduct non-participant observations of the court room and write a final report on their observations, combining the theories of justice and punishment discussed in the unit with primary data they collected in the field to answer one of the provided research questions.

The questions for the Court Report are provided in iLearn along with extended guidance and student FAQs. Refer to this guidance for a full breakdown of the assessment. Questions should be posted to the general discussion board before contacting academic staff.

Late submission of assignments

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

NOTE: *If not listed here the deadlines for the above tasks are listed in iLearn. Check the ASSESSMENTS box in iLearn or post to the general discussion board for assistance if you can't find them on your own*

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Active Participation</u>	10%	No	ONGOING
<u>Online Quiz</u>	15%	No	Week 7
<u>Reading Reflections</u>	25%	Yes	SEE iLEARN
<u>Court Report</u>	50%	No	7th November

Active Participation

Due: **ONGOING**

Weighting: **10%**

This is about much more than simply turning up. There are several parts to your active participation grade see assessment details below.

On successful completion you will be able to:

- Demonstrate a scholarly understanding of the criminal justice system using social and criminological theory and research
- Critically apply 'criminal justice' and 'social justice' to the Australian criminal justice system
- Use social research skills to analyse, interpret and assess different sources of data and evidence
- Critically assess the ideal of justice 'done' in the Australian criminal justice system
- Critically assess key concepts in the sociology of law and criminology across local, regional and global examples
- Communicate ideas on justice and punishment to fellow students and teachers clearly in spoken and written format
- Engage in independent observation activity in a courtroom environment
- Demonstrate a continuous commitment to learning by preparing for and engaging in all online and classroom activities

Online Quiz

Due: **Week 7**

Weighting: **15%**

The online quiz will test basic knowledge on the course content for the first 6 weeks of the unit.

On successful completion you will be able to:

- Demonstrate a scholarly understanding of the criminal justice system using social and criminological theory and research
- Critically assess the ideal of justice 'done' in the Australian criminal justice system
- Critically assess key concepts in the sociology of law and criminology across local, regional and global examples
- Communicate ideas on justice and punishment to fellow students and teachers clearly in spoken and written format

Reading Reflections

Due: **SEE iLEARN**

Weighting: **25%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Students are required to formally submit two reading reflections, drawing on drafts prepared and posted to the wiki throughout the session

On successful completion you will be able to:

- Demonstrate a scholarly understanding of the criminal justice system using social and criminological theory and research
- Use social research skills to analyse, interpret and assess different sources of data and evidence
- Communicate ideas on justice and punishment to fellow students and teachers clearly in spoken and written format
- Demonstrate a continuous commitment to learning by preparing for and engaging in all online and classroom activities

Court Report

Due: **7th November**

Weighting: **50%**

A research report using observation skills. Full details including word count are provided in iLearn. Please post all questions to the general discussion board before contacting academic staff.

On successful completion you will be able to:

- Critically apply 'criminal justice' and 'social justice' to the Australian criminal justice system
- Critically assess the ideal of justice 'done' in the Australian criminal justice system
- Communicate ideas on justice and punishment to fellow students and teachers clearly in spoken and written format
- Engage in independent observation activity in a courtroom environment

Delivery and Resources

Late submission of assignments

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments

submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Teaching

LECTURE & TUTORIALS are used in this unit. A 2 hour lecture is supported by one hour tutorials in smaller groups. Locations will be confirmed through the online system. Rooms may change depending on timetabling and enrollments so check these on the online timetable regularly for updates.

Required and recommended resources

The required texts (and weekly readings) for this unit of study are not listed in the online unit guide.

The *reference* for weekly readings will be posted in the iLearn system, be aware that we cannot post up large sections of the books online due to copyright restrictions so many of readings may be rotated in the library system for shorter periods of time.

Text books should be available through the Co-op bookstore on MQ campus, though stock may be limited. You can also check the second hand book store on campus or book exchanges for cheaper second-hand copies. Visit the book store for more information. *Supplementary readings* may be made available on iLearn and in e-reserve where possible, but your required readings each week are usually from one of the two textbooks.

Technologies Used & Required

Enrolled students on this course will need access to a computer and to the internet (both of which are available through MQU campus). Though use of a solid internet connection off campus will facilitate the ease of access to online learning materials and support.

Unit Schedule

WEEK 1	INTRODUCTION TO THE UNIT
WEEK 2	KEY CONCEPTS
WEEK 3	WHAT IS JUSTICE?
WEEK 4	THE POLITICS OF CONTROL
WEEK 5	ASSESSMENT WORKSHOPS
WEEK 6	HOW DOES JUSTICE HAPPEN?
WEEK 7	WHATS TO JUDGE

WEEK 8	WHAT HAPPENS NEXT?
WEEK 9	ALTERNATIVE APPROACHES TO JUSTICE I
WEEK 10	ALTERNATIVE APPROACHES TO JUSTICE II
WEEK 11	WHO SUFFERS MOST?
WEEK 12	UNIT SUMMARY
WEEK 13	NO LECTURE

Learning and Teaching Activities

Lectures

Weekly lectures on discipline specific content

Tutorials

Weekly tutorials on content, workshops on assessments and skill development

Online Discussion

Accessing group spaces online and general discussion boards to participate in critical debate

Announcements

Access convenor announcements for up-to-date information

iLearn

Access iLearn and echo360 to download and review lecture slides, content and relevant information

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)

- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Use social research skills to analyse, interpret and assess different sources of data and evidence
- Communicate ideas on justice and punishment to fellow students and teachers clearly in spoken and written format
- Engage in independent observation activity in a courtroom environment

Assessment tasks

- Active Participation
- Online Quiz
- Court Report

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Critically assess the ideal of justice 'done' in the Australian criminal justice system
- Communicate ideas on justice and punishment to fellow students and teachers clearly in spoken and written format
- Engage in independent observation activity in a courtroom environment

Assessment tasks

- Active Participation
- Online Quiz
- Court Report

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Use social research skills to analyse, interpret and assess different sources of data and evidence
- Communicate ideas on justice and punishment to fellow students and teachers clearly in spoken and written format
- Engage in independent observation activity in a courtroom environment
- Demonstrate a continuous commitment to learning by preparing for and engaging in all online and classroom activities

Assessment tasks

- Active Participation
- Online Quiz
- Reading Reflections
- Court Report

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a scholarly understanding of the criminal justice system using social and criminological theory and research
- Critically assess key concepts in the sociology of law and criminology across local, regional and global examples
- Engage in independent observation activity in a courtroom environment

Assessment tasks

- Active Participation
- Online Quiz
- Reading Reflections
- Court Report

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcome

- Critically assess key concepts in the sociology of law and criminology across local, regional and global examples

Assessment tasks

- Active Participation
- Online Quiz
- Reading Reflections

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Use social research skills to analyse, interpret and assess different sources of data and evidence
- Communicate ideas on justice and punishment to fellow students and teachers clearly in spoken and written format
- Engage in independent observation activity in a courtroom environment
- Demonstrate a continuous commitment to learning by preparing for and engaging in all online and classroom activities

Assessment tasks

- Active Participation
- Online Quiz
- Reading Reflections
- Court Report

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a scholarly understanding of the criminal justice system using social and criminological theory and research
- Critically assess the ideal of justice 'done' in the Australian criminal justice system
- Demonstrate a continuous commitment to learning by preparing for and engaging in all online and classroom activities

Assessment tasks

- Active Participation
- Online Quiz
- Reading Reflections
- Court Report

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's

historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Critically apply 'criminal justice' and 'social justice' to the Australian criminal justice system
- Critically assess the ideal of justice 'done' in the Australian criminal justice system
- Critically assess key concepts in the sociology of law and criminology across local, regional and global examples
- Demonstrate a continuous commitment to learning by preparing for and engaging in all online and classroom activities

Assessment tasks

- Active Participation
- Online Quiz
- Court Report

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Critically apply 'criminal justice' and 'social justice' to the Australian criminal justice system
- Critically assess the ideal of justice 'done' in the Australian criminal justice system
- Communicate ideas on justice and punishment to fellow students and teachers clearly in spoken and written format

Assessment tasks

- Active Participation
- Online Quiz
- Court Report

Changes from Previous Offering

Adjusted the percentage awarded for each assessment

We have amended the assessment titles to reduce any confusion or overlap between *preparation notes* (in **active participation**) and the **reading reflections** assessment.

We have added information on *managing expectations* to the unit guide and included more detail on the **active participation**. Added the following to the instructions for missed activities:

- *Students must have documentation approved by a tutor OR receive a special consideration before posting in the make-up activities discussion board thread.* If you post in this thread without permission you may not receive marks for your work *and* your post may be deleted by our moderators

We have updated the student FAQs and extended assessment guidance documents in iLearn

We have included a section on **Making up for missed activities (special consideration and active participation guidance for students)** to clarify the special consideration requirements more simply; given the new approval system at faculty it is hoped this will ensure consistency of approvals and provide guidance for professional staff when granting applications (for missed tutorials/discussion board activities etc.)

HOW TO MAKE-UP FOR MISSED ACTIVE PARTICIPATION ACTIVITIES (NOTES FOR STUDENTS AND STAFF)

If you provide formal documentation (e.g. medical certificate, letter from councilor etc.) to your tutor *within 7 days of the missed activity* OR have been granted special consideration for the Active Participation assessment - before the end of Week 13 - you will have to complete a **make-up activity** in order to receive marks towards your final active participation grade.

Completion of a make up activity means you can still pick up marks towards your final Active Participation grade. If you do not complete a make-up activity you will not receive marks for the missed activity.

Things to remember for make-up activities include:

- *Students must have documentation approved by a tutor OR receive a special consideration before posting in the make-up activities discussion board thread.* If you post in this thread without permission you may not receive marks for your work *and* your post may be deleted by our moderators
- *Post in the right place.*
 - A special thread entitled 'MAKE-UP ACTIVITIES' has been created in the general discussion board. Do not create a new discussion thread for your post. If you do not post in the correct place your post may be deleted by moderators and

you will not receive a mark.

- Make sure you reply to the root instruction (the post at the top of the discussion thread) when making your initial post
- Replies to questions posed by other students should be made by replying to that students post.

MAKE-UP ACTIVITIES - INSTRUCTIONS FOR STUDENTS

Part 1. Your initial post

Include in your initial activity post:

- a) A quotation from one of the weekly readings for the session you missed (*with properly formatted citation*)
- b) A relevant article from a news source (this can be online but should be current, i.e. something that happened recently - *with properly formatted citation*)
- c) A short description of how the two are related (no more than two short paragraphs)
- d) A question to the rest of the student cohort to stimulate further discussion

Part 2. Your response to another student.

- Check back within a week of making your post.
- Respond to a question posed by another student.
- Include references to relevant material in your response. This helps to show wider engagement, and further demonstration of academic skills

Changes since First Published

Date	Description
09/07/2019	I corrected the court report assessment deadline to November 7th