Writing pieces declared as “one pagers” are given at the end of a learning phase and are designed as an opportunity for the student to demonstrate technical command of the relevant concepts/ideas/terminology and to continue to work with the ideas of deviance, crime, criminality, law & order, legal issues, ethics, morality and other ideas that underpin the course objectives and criminal justice.

Students will receive a rating for each one pager, but will receive final assessment for the one pagers as a whole. This means that students should feel free to test, to take risks and to see this writing as both assessment of learning and assessment for learning.

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| --- | --- | --- | --- | --- | --- |
| **Exceptional 9-10** | **Excellent 8-8.9** | **Very Good 7-7.9** | **Good 6-6.9** | **Fair 5-5.9** | **Below 5** |
| The one pager is exceptional; an insightful, vivid, critical, creative, logical, and detailed synthesis on the readings and topics of the day in relation to the student’s evolving definition of law and order structures. | The one pager is excellent; a vivid, critical, logical, and detailed synthesis on the reading and topic of the day in relation to the student’s evolving definition of law and order structuresAll elements are included. | The one pager is very good; a logical and detailed synthesis on the reading and topic of the day in relation to the student’s evolving definition of law and order structures. Writing emphasizes either more personal or more technical writing, rather than a synchronized harmony of both.Most elements are included. | The one pager is good; an adequate synthesis on the reading and topic of the day in relation to the student’s evolving definition of law and order structures. Writing is missing a clear sense of understanding of the terms from a personal perspective or may demonstrate some gaps in learning. Many elements are included. | The one pager is fair; some attempt to write a synthesis on the reading and topic of the day in relation to the student’s evolving definition of law and order structures. The writing appears rushed and demonstrates significant gaps in learning.Many elements are included. | The one pager is basic; any attempt that is made to write a synthesis on the reading and topic of the day in relation to the student’s evolving definition of law and order structures is limited.Some elements are included. |
| Required elements:* Written from a thoughtful, personalized perspective
* Writing is starting from the given prompt and expands in a purposeful way
* Specific reference to topics, readings, class discussions and previous assignments
* Strong connections between topics, readings, class discussions and previous assignments
* Furthering the development of the student’s understanding of crime, ethics, morality and criminal justice
* Inclusion of relevant, related literature
* Clear, professional, well written, included reference list when appropriate
* Bibliography (Chicago Style)

This may also include endnotes/footnotes within the discussion paper. **Students must cite a minimum of sources referenced (3-4 sources).** |

**Final One Pager – What is your personal conception of justice? Due: Friday, January 29th, 2021**

**Topics:**

* Gangs in British Columbia
* Policing
* Forensics
* Crime Scene Investigation
* Corrections
* Crime and Media Awareness

**Prodding Questions (pick one and discuss as per ‘one pager’ criteria):**

* Can we expect to ever eliminate ‘gangs’ and ‘gang culture?’ Explain with a consideration for possible approaches to doing so.
* Is gang life inherently ‘sexist?’ Are women exploited? Always the victim? Subservient? Or, do women play key roles in gangs?
* What does ‘defund the police’ really mean? Is it a slogan or something more? Discuss its origins and implications for policing.
* Are we asking police forces to do too much? How can we properly assess policing and police officers?
* This quarter we had two visitations by the Saanich Police Department. Discuss the context and content of those visits. Beyond what you learned, discuss your impressions of law enforcement – what’s the takeaway for you? Discuss as you like.
* Discuss and explain basic steps in crime scene investigations (first thing you do? methods of investigation? techniques used?).
* The RCMP has been intensely scrutinized for its handling of the mass shooting in Nova Scotia in April 2020. To what extent did the RCMP fulfill their obligations as a force detailed in the ‘Common Law Duties’ during those ’13 Deadly Hours?’
* Jack the Ripper, a notorious ‘serial killer’ was a media sensation – some say this in itself may have inspired further killings in London at the end of the 19th Century. Whatever the case may be, what is it about true crime stories that engage and fascinate the populace (society?)? Discuss the role of the media in depicting crime and criminality (not just ‘news,’ but also crime dramas, docu-dramas, etcetera). Conclude by answering the impact these depictions have on the viewer and on society.
* What should be the purpose of sentencing? Deterrence? Retribution? Rehabilitation? Reparation? Restitution? Explain.
* How you would approach a parole hearing if you were tasked with deciding the fate of a prospective parolee (inmate). Explain what principles would guide you and how you would assess the prospective parolee? Risk assessment? Conditions of Parole?
* ***nîpawistamâsowin: We Will Stand Up***weaves a complex narrative encompassing relations between indigenous and non-indigenous peoples; more specifically, a systematic racism inherent to Canada’s criminal justice system, as well as a long history of violence against Indigenous people on the prairies. Discuss how the film addresses the expression of anti-Indigenous racism.