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 crime, criminal justice, ethics and morality that underpin the course objectives.

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 crime and criminal justice. | 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 crime and criminal justice.  All 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 crime and criminal justice. 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 crime and criminal justice. 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 crime and criminal justice. 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 crime and criminal justice 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 | | | | | |

**One Pager #1 What is your personal conception of justice?**

**Prodding Questions**

* Do you support a specific political philosophy or party? What policies does it support for: preventing, punishing, criminalising specific actions?
* Do you practice a specific culture or religion? What policies does it support for: preventing, punishing, criminalising specific actions?
* What is the role/purpose of government?
* To whom are individuals accountable for their actions?
* Who is in the best position to decide innocence, guilt, right or wrong?
* What kinds of behaviour should be criminalised?
* Does a society as a whole have rights?
* What systems should be in place to ensure fairness?
* What does fairness mean?
* Do you lean more towards equity or equality?
* Which principle of justice did you place as most important? Least important?
* What are the sources of tension in a society deciding what “fair” is?

**Topics**:

* shipwrecked
* principles of justice
* the justice system
* approaches to justice (retributive, rehabilitative, restorative)