

Criminology Student Handbook

A Guide to Success



**CRIMINOLOGY DEPARTMENT
VANCOUVER ISLAND UNIVERSITY**

2009-2010

Introduction

Thank you for choosing Vancouver Island University! We want your time here to be a positive learning experience. This short handbook will answer many questions about the expectations of professors who teach in the Criminology Department.

This is the 15th year for the Criminology Student Handbook (CSH). Students tell us that they like having clear guidelines and a consistent set of expectations from their professors. We encourage you to familiarize yourself with this handbook and save it to your computer's hard drive for future reference.

Criminology as Science

Criminology is an interdisciplinary science, focusing on the history, structure and process of law and the criminal justice system, theories about the causes of crime, and the research methods which inform the discipline. We promote analytical and critical thinking, and your professional development. Additionally, the study of criminology develops a core of fundamental abilities such as:

- problem-solving, numeracy, literacy and computer skills;
- the ability to work effectively in a team environment;
- using and adapting to technological changes; and,
- effective written and oral communication skills.

One of the first things you should know about is the culture of which is present in almost all universities.

The University Culture

Your educational experience will introduce you to new ways of understanding the social world and your place within it. No matter what you may have previously learned about “the way things are,” you will likely encounter ideas, examples and evidence which challenge your knowledge about the world.

We frequently deal with controversial subjects in the classroom, such as:

- Do people commit crimes because they are just plain bad, or is it because of factors beyond their control – such as their family upbringing?
- Is crime increasing? Has crime and victimization increased over the past ten years, or is the public simply more willing to report crime?
- Studies consistently show that young males (ages 15-24) are responsible for a disproportionate share of vandalism and break and enter in Canada. Women commit violent crime in comparison to men at a ratio of about 1:10. What can explain these gendered patterns of crime?
- Many criminologists believe that some deviant and law-breaking behavior has a biological origin. If criminal behaviour is caused in whole or part by biological factors, should we be offering treatment or punishing people convicted of crimes?
- The most serious, violent street crimes are committed by a small group (about 5%) of young people, often drawn from ethnic minorities. Is youth and ethnicity factors which can be used to explain crime?
- Many Canadians believe that poverty and crime are related; however, few poor people commit crime. Rather than poverty leading to crime, could it be that people with low self control are more likely to experience unemployment which then leads to poverty and criminal choices?
- Indigenous people are over-represented in the criminal justice system. Does that mean that Canada is a racist society?
- Is the Canadian Charter of Rights and Freedoms effective in protecting our individual legal rights from interference by the state?
- Research shows that business crime is more harmful to our economy, health and lives than all street crime combined. We also know that governments all over the world, including Canada and the United States, have been responsible for horrendous human

rights violations. Why does our criminal justice system, and most of our criminological theories, continue to focus on street crimes?

Some of these questions or statements are based on research which has been conducted in many countries at different times. Other claims have not been resolved because the evidence is inconclusive.

You may bring values, beliefs and ideas into the classroom that are challenged by what you learn. Be open-minded and consider the arguments and evidence for various claims in criminology and the study of deviance. It is your responsibility to read the assigned work and understand the issues, otherwise you may come to class without the background knowledge which others will be discussing.

Mutual Respect in the Classroom

In our learning environment, we show mutual respect for each other's viewpoints and opinions. We encourage free speech and discussion while remaining sensitive to the feelings of others. If you feel that someone has been insensitive or disrespectful to you, talk to them. If that does not seem comfortable, speak with your professor. If it is the professor who is making you feel uncomfortable, you can always see him or her during office hours. Speaking with others is the best way to reach an understanding.

Professional Conduct

It is important for you to reflect the same professional conduct expected of working professionals. This means...

- Coming to class on time, just like you would never be late for your shift as police officer.
- Notifying your professor beforehand of your intention to leave the lecture early if you intend to do so.
- Attending all lectures, seminars and field trips. You are responsible for all missed academic work during absences. Your professor has the option to fail you for the course if you miss nine or more hours of

instruction in one term. Failure to show up for exams will result in an "F" grade.

- Contributing to the learning environment. Everyone has something to say and your participation makes the class much more interesting for everyone. Professionalism also means reading the assigned materials before class, otherwise you cannot be a contributor to the lecture experience.
- Supporting professional conduct. For example, if you bring a pager or cell phone to class, make sure it is turned off.


Related to professional conduct is academic honesty, one of the most important rules we have at VIU.

Academic Honesty

Students in the Criminology program are often seeking employment which involves public trust. Very few students are intellectually dishonest. However, because the consequences for academic dishonesty can result in failure for a course (a record of which remains on a student's transcript), you should be aware of our policies.

Plagiarism is the failure to acknowledge sources of information used in an assignment, resulting in an "F" for the assignment or entire course. Here are some general guidelines to ensure that your work is correctly done:

1. You cannot use a writer's exact words without using "quotation marks" and giving a citation to where your reader can locate the exact words you have cited (that is, include the page number of the book where you found it). For additional information on VIU's Academic Code of Conduct (Policy 99.01 online; see <http://www.mala.ca/policies/>)
2. It is not acceptable to use another author's words in your paper and pass it off as being your original work.
3. It is dishonest to fabricate research or use another student's paper by editing and submitting that work as your original work.

4. Having your assignment “proofread” does not mean that the proofreader rewrites your work. If someone proofs your work, they are advisors only in terms of clarity, grammar, punctuation and style, but not content.
5. If you intend to use part of an essay or paper prepared for another course in high school, college or a workplace, you must discuss you planned work with your professor beforehand.
6. Do not use sources obtained through the World Wide Web, email, Usenet groups, or any other source without documenting them according to the standards of the American Psychological Association (APA). It is your responsibility to learn how to cite your sources accurately. We recommend that you purchase a copy of the APA’s most recent Publication Manual (available at the Bookstore). You can find the 5th edition in the Nanaimo, Cowichan and Powell River libraries at BF 76.7 P83 2001.
 
7. If a professor receives two term papers or exams which appear to be essentially the same work, both students will receive a failing grade for the course in which they submitted the paper. It your responsibility to ensure that your work is not used by other students. “Somebody stole my paper (or electronic file)”, or “We thought we could work on it together” will not be accepted as an excuse.
8. If a student violates these rules for academic integrity on two separate occasions, a letter will be sent to the Dean of Student Services recommending his or her suspension, pursuant to the Student Academic Code of Conduct Policy as outlined in the Calendar. The student will also be permanently withdrawn from the Criminology Diploma or BA (Crim) program.

Exams & Written Assignments

Students must be present for the exams in each course. A make-up exam will only be considered for legitimate reasons - such as documented medical emergencies – at the discretion of the professor. Excuses involving conflicts with working hours will not be accepted. Other rules include:

1. All course requirements must be completed in order to receive credit for the course, even if an assignment is worth 5% or 10% of the final grade.
2. If you are given a “take home exam,” do not collaborate with other students to write it. Evidence of collaboration will result in an “F” grade in the course for the guilty parties.
3. A professor may give a grade of zero for a late assignment or exam where the answers have been provided or discussed in class.
4. It is not fair if faculty extend assignment deadlines to some students when the majority complete their work on time. Late assignments will not be accepted except for compassionate reasons, such as a death in the family. It is your responsibility to know your professor’s policy on late assignments.
5. Do not conduct original research without prior approval of the professor. If you do, you will be violating VIU’s policies for research with human subjects. This includes interviews with criminal justice personnel, inmates of public facilities, or your interesting neighbours.

Students should not do original research unless they have taken CRIM 220 (Introduction to Research Methods) or equivalent, and have a written proposal to have approved by faculty.

6. If you have a learning disability or other condition which may affect your work in any course, please identify yourself to your professor as soon as possible. Students with documented disabilities requiring academic and/or exam accommodation should contact Disability Services, Building 200, or call 740-6416. Arrangements will be made with

Student Services to facilitate individual recognized needs.

Hints for Being a Successful Student

Criminology courses have been designed to reflect the expectations which B.C. universities have of their students. That means a lot of hard work, especially if you are taking five courses in one semester. Based on our experience, there are a few common practices that seem to really help students succeed:

1. **Make friends.** One of the more positive experiences of university is finding others who share your passion for criminology. Studying with others will help you on exams, and we encourage you to become involved with the Criminology Student Association (CSA).
2. **Plan.** Buy an inexpensive pocket calendar to plan your semester. Identify deadlines and begin planning to meet all your course assignments, readings and term papers. You will find that the semester goes by very quickly.
3. **Read the assigned readings** before class and take comprehensive notes during lecture and seminars. Students receive highest marks when they integrate points from readings and lectures into their exams.
4. **Think.** Find quiet time to reflect on what you're learning, or take advantage of natural opportunities like driving when you are alone. See if you can apply your new insights against what you see on TV, read in the news or hear others say about crime.
5. **Be optimistic.** We have known students with learning or physical disabilities which did not stand in the way of their success. Their secret? An internal "I can do it, no matter what" attitude, even in the face of disappointment or setbacks.
6. **Watch intelligent TV.** Most television during prime-time is aimed at an audience with less than a high-school education. Balance your favourite comedy and drama programs with viewing which

can expand your insights: newscasts, the Discovery Channel, Public Broadcasting Service (PBS Chicago) and documentaries from Arts and Entertainment.

7. **Read the news.** Most of your professors will be referring to current events, so avoid being in a situation where you don't have a clue about what's going on in the world. Pick up and go over the weekend edition of *The Globe and Mail*, the *Vancouver Sun* or the *National Post*.
8. **Be healthy.** Your brain works better when fed oxygen. Fit some exercise into your busy schedule. Get enough sleep to cheerfully attend classes which begin at 8:30 a.m.
9. **Work hard** because there are few other ways to become happy and successful. Be committed to your education, future career and the community.
10. **Visit Criminology faculty** during office hours. Our smaller class sizes are meant to facilitate more student-faculty interaction so take advantage of our knowledge.

The Process of Learning

Learning will be rewarding when you immerse yourself in the process. Getting an education is something you must do on your own with guidance from faculty.

Begin preparing for exams in the first week of classes. This means attending all lectures, making notes and paying particular attention to the themes, concepts and ideas that your professor highlights in lecture. Some profs will provide study guides for exams. Keep up with the work and do not allow yourself to get behind on the readings.

There are three stages to acquiring knowledge:

1. **Learn the material** through reading and reflecting on the course curriculum.

For example, in CRIM 101 you will become familiar with Robert Merton's theory of anomie. He argued that crime is caused by the strain which comes from a lack of available opportunities to reach culturally desirable, middle-class goals.

Understanding the theory is relatively easy because it has a certain intuitive appeal: if you make legitimate opportunities available to disadvantaged youth, they will be less likely to make criminal choices.

2. **Analyze the materials.** This means breaking down various arguments and theories into their constituent parts, and examining their assumptions.

In the example above, in the 1950s Merton assumed that everyone had an orientation towards achieving middle-class goals. What evidence did he have for that assumption? Is that assumption valid today? Why or why not?

3. **Be critical** of the assumptions, the logical form of the argument and the cases it may exclude.

Using the example of Merton's theory, we might ask why women are not more criminally inclined than men, given that the "strains" they face are compounded by their relatively lower earning power, lack of representation in political life and inferior social status. What evidence does the theorist present to support the relationship between "strain" and deviance? Some arguments sound good but are short on supporting evidence.

4. **Argue your point.** In the university, arguing is one of the many ways in which we learn.

We should be open to the arguments of others and be willing to revise our ideas based upon logical consistency of an explanation, and the evidence presented to support it. Scientific knowledge is provisional, not absolute.

Once you become comfortable with critically analyzing information, you can apply it to a range of information sources, including political speeches, television commercials, or policies for controlling youth crime.

Writing Exams & Assignments

To ease your anxiety about writing exams, here's what professors generally expect of students:

1. The question must be answered directly. Filling up a page with a discussion that does not address the question will not enhance your grade.
2. The best answers are those which incorporate ideas from one or more of the readings assigned to cover the issue. To what extent will your answer incorporate lecture and reading materials? We are not asking for "ritual regurgitation," but rather the kind of critical and analytical thinking that comes from having a solid knowledge base.
3. Criminology faculty will look for analytical thinking in examination answers. This means breaking the question or issue down into smaller parts and building an answer to reflect your knowledge of each part.

For example, if you are asked to discuss the question, "Has violent crime increased in Canada?" You might begin by defining what constitutes "violent crime" (some violent crimes may involve no physical contact between offender and victim). Your next step could be to assess the magnitude of violent crime by referring to spans of time and geographical locations. This is like saying, "compared to what?" In some years, crime rates may increase in British Columbia and decrease in Quebec.

4. Think critically. In the example above with respect to the question about violent crime in Canada, thinking critically may mean discussing what is not covered by the term "violent crime." Workplace deaths caused by employer negligence is usually treated as a violation of provincial Workers Compensation regulations, and not Criminal Code statutes. What social forces are responsible for having separate types of punishment for negligent actions which result in the same outcomes?

Thinking critically also means reflecting on the readings or class discussions and scrutinizing them for error. That is, faulty assumptions, inconsistencies, lack of empirical referents, bias, conceptual ambiguities, gender bias, and negative instances.

Making an Effective Class Presentation

A class presentation is your opportunity to develop some public speaking experience. Here are some hints that will aid with your presentation:

- Initially, just about everybody is terrified to speak before their peers. If you feel nervous, do not try to deny the magnitude of your anxiety. Consider it as a brief emotional weather storm that will fade and disappear as you begin speaking. Go with your feelings. The use of humor will lighten up your audience and help you relax. Remember that your audience is sympathetic to your presentation and wants you to succeed. After all, they will have to do presentations too and they want your support.
- Be sure you understand the article you are presenting. If you do not feel comfortable about what the author is saying, ask the professor to clarify what you don't understand before you have to present it. Feel free to comment during the presentation about parts of the article that you found fascinating, interesting, boring, confusing, unclear or too wordy.
- Test-drive your presentation. Mothers, fathers, sisters, brothers, and friends usually do not mind you rehearsing your delivery on them. Ask for constructive feedback.
- Some people find it difficult to speak without reading directly from notes (word for word). If you feel comfortable doing it this way, try to add a human touch to your presentation by briefly pausing from time to time and making eye contact with your audience.
- Dress suitably and maintain a confident posture. This does not mean wearing a three-piece suit or an evening gown, but your audience may take you less seriously if you wear your most tattered jeans and a shabby base-ball cap while slouching over the lectern.

- A picture is worth a thousand words. If you like, use the resources available at the college to convey your ideas: chalkboards, overhead projectors or PowerPoint.

Grading Policy

The Criminology Department has a standard grading policy. Students should know that faculty in different disciplines may have varying expectations of their student's work and grade accordingly.

A+ (93-100%); A (88-92%); A- (83-87).

Outstanding performance and exceptional work. Content, organization and style all at high comprehension of the subject and use of existing literature where appropriate. Uses sound critical thinking, innovative ideas and shows personal engagement with the topic.

B+ (78-82%); B (74-77%); B- (70-73%)

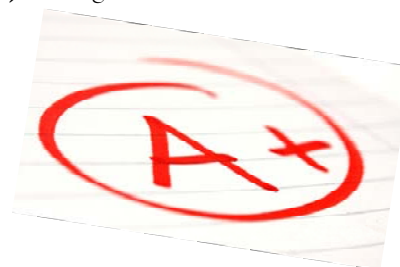
Good performance and work has no major weaknesses. Writing is clear and explicit; topic coverage and comprehension is clearly demonstrated. Good use of existing knowledge on the subject.

C+ (67-69%); C (63-66%); C- (60-62%)

Satisfactory performance and adequate work. Shows fair comprehension of the subject but has some deficiencies in content, style and/or organization of course material. Adequate use of the literature.

D (50-59%). Marginal performance with minimally adequate work, barely at a passing level. Serious flaws in content, organization or style of written work. Poor comprehension of the subject, and minimal involvement in required work. Poor use of research and existing literature.

F (0-49%). Failing work.



Term Papers & Assignments

There are many topics relating to crime, delinquency, deviance, social problems, corrections, deterrence, policing, rehabilitation, criminological theory, and research methods in the library. Library orientations are available and may be arranged by your professor; however, you can do much of the exploration on your own. Computer work-stations are located throughout the main floor of the library. The menus and search engines are easy to use. If you are new to electronic databases, ask the Reference Librarian to help you.

You can also search the Library holdings from home with an Internet connection. Just connect with VIU's home page and follow the link to the library's resources. Books are only one source of information on a topic. In many cases, it may be more efficient to look for journal articles.

Academic Journals



Academic journals (or “serials”) are published several times a year and often contain up-to-date research or theory on topics of interest to students. Some articles also begin with a review of the research on a particular topic (such as domestic violence or youth crime) and provide us with a great deal of information in a condensed form. We recommend that you find the location of the journals carried by our library and browse through them to get a sense of their usefulness for your research endeavors.

Edited Collections

An edited collection is a book which contains chapters written by different authors and edited by one or more authors. Because you can only search by the title of the book, it is difficult to know the contents of an edited collection unless you actually go through one and look at the chapter titles. Examples of edited collections are:

Silverman, R., Teevan, J., & Sacco, V. (Eds.). (1996). *Crime in Canadian society* (5th ed.). Toronto: Harcourt Brace.

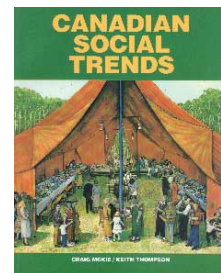
Kelly, D. (1993). (Ed.). *Deviant behavior: A text-reader in the sociology of deviance* (4th ed.). New York: St. Martin's Press.

You can search for chapter titles in edited collections by using Sociological Abstracts or Criminal Justice Abstracts. Ask the Reference Librarian for assistance using this database.

Government Publications

The provincial and federal governments collect a great deal of information about crime, in both police reports and victimization studies. For example:

- The Ministry of Public Safety and Solicitor General for the Province of B.C. Police Services Division have reports available on-line which provides an excellent overview of how policing is organized in B.C., as well as the number of crimes, crime rates and case burden per officer for every police jurisdiction in the province. For the online version, see Police and Crime, Summary Statistics 1997-2006 on the Police Services website.
- Statistics Canada. *Juristat Bulletin*. These informative bulletins are issued about 15 to 18 times a year and cover topics ranging from youth crime, prostitution, costs of policing and corrections, fear of crime, victimization patterns and domestic violence. You can view and print these reports from the library. Consult a reference librarian or criminology faculty for assistance.
- *Canadian Social Trends* is a magazine (or periodical) which shows recent work from Statistics Canada. Some issues cover topics like prostitution, violent crime, property crime, domestic violence, and more. It's best to thumb through the holdings to see the content. You will be amazed by the vast amount of information



that is collected about Canadians! You can also visit the Statistics Canada website at <http://www.statscan.ca>.

Specific government reports are also available on topics on which you might be writing a term paper. For example:

Oppal, W. T. (1994). Closing the gap policing and the community: Commission of inquiry into policing in British Columbia. Retrieved August 22, 2006, from <http://www.pssg.gov.bc.ca/>

Arbour, L. (1996). Commission of inquiry into certain events at the prison for women in Kingston. Retrieved August 22, 2006, from http://www.justicebehindthewalls.net/resources/arbour_report/arbour_rpt.htm

Inter-Library Loans

If you find that the library does not have the journal or book that contains the article or chapter you're interested in reading, you can still get it from another BC library. Ask a librarian for information on inter-library loans. You may have to wait as long as two weeks to get your article or book so begin your research early in the semester.

Reference Desk

If you have any questions about researching your topic, consult one of the Reference Librarians. The earlier you begin your project, the more likely you will receive timely help. Toward the middle and end of each semester, librarians are very busy with student requests for assistance. You may have to wait for their attention. Thank you for treating the librarians and staff with patience and respect.

Internet Sources

It is your responsibility to properly cite all electronic documentation for assignments and term papers. Not all information from the internet is appropriate for use in an academic paper. It is important to recognize the differences between sensational, popular, and scholarly publications so that your sources will be used appropriately. To assist you, see the article entitled "Distinguishing Scholarly Journals from Other

Periodicals" at:

<http://www.library.cornell.edu/olinuris/ref/research/skill20.html>

Writing a Research Paper

You will be expected to write a term research paper or a major assignment for almost every course in criminology. Writing a research paper will help you develop the following skills:

- Following written and oral instructions with a minimum of supervision (for example, using APA to cite your sources);
- Planning and organizing a project with the resources available to meet a deadline;
- Developing writing, analytical and critical thinking abilities;
- Learning or refining word-processing and data-integration skills (by "data integration," we mean that you have an opportunity to use a spreadsheet program to incorporate information into a word-processing document);
- Discovering something meaningful about the world which you didn't know before you wrote the research paper.

How is a Research Paper Different?

The main difference between writing a research paper and other forms of writing is how you make an argument (or describe something). Here are some guidelines:

1. **Be objective and factual.** For many assignments, you will be asked to report on some condition, issue or situation. Your paper is convincing if you substantiate it with references to authoritative sources (such as peer-reviewed publications¹,

¹ "Peer reviewed" research (usually in the form of journal articles) means that several knowledgeable social scientists have reviewed the article before it was published. In their opinion, the article represents a contribution to the discipline. Articles in magazines and professional newsletters do not have this form of quality control.

aggregate data from a reliable source like Stats Canada, research reports, etc.).

2. **Cite sources for your claims.** Social science papers may describe a condition (such as child abuse or narcotics trafficking), and claim that these things are social problems to which there are solutions. When you present an idea as factual, indicate where you obtained the information by using APA citations standards. Citing the source of your facts allows your reader to check what sources you've consulted so they can verify the claims for themselves. They may wish to read what you have read so they can draw their own conclusions.
3. Avoid repetitively citing the same source (see examples below):

Incorrect

One of the problems with understanding the scope and nature of organized crime is that there is little consensus about the meaning of the term (Gabor, 2003). Failing to agree on what constitutes organized crime makes it difficult to assess the effectiveness of law enforcement efforts (Gabor, 2003).

Correct

Gabor (2003) argues that of the problems with understanding the scope and nature of organized crime is that there is little consensus about the meaning of the term. Failing to agree on what constitutes organized crime makes it difficult to assess the effectiveness of law enforcement efforts.

The Process of Writing

"Authors beginning the writing process will find that there is no better way to clarify and organize their ideas than by trying to explain them to someone else" (American Psychological Association, 2001, p. 3).

Writing can be enjoyable and a genuine learning experience. Writers are made - not born - and you may have to spend time improving your writing skills to meet the expectations in university.

Choose a Topic

Choose a topic from the Course Outline or one approved by your professor. Do this early in the course so you can give yourself time to think, research and write. Your professor may suggest topics and give you some leads for researching the relevant issues. A term paper often addresses certain questions, for example, how is society reacting to youth crime?

Decide on specific questions or issues that you want to address. For example, if you are interested in youth crime, narrow it to legal or social issues and proceed from there. If you have chosen legal issues, you may get greater specificity if you focus on the transition from the Young Offenders Act (YOA) to the Youth Criminal Justice Act (YCJA).

Finding Information on Your Topic

The library has computer terminals to search for books, journals and government documents on almost every conceivable subject. There are many electronic journals, databases and reference services. Please familiarize yourself with these resources or take advantage of the Library's tutorials offered early in the semester.

See what you can find in the journals and Social Science Abstracts. Inquire about "Criminal Justice Abstracts," "Sociofile" and other electronic databases. You can read abstracts (summaries) of an article, see book reviews or download resources in "full-text" format.

Journals contain more current information about your interests than what you will find in books. For example, the back issues of the journals *Canadian Journal of Criminology and Criminal Justice*, *Criminology* or *Crime and Delinquency* carry a wide selection of articles to inform your paper.

Please do not attempt to research a paper by relying on Google or Wikipedia. Your paper will end up being superficial and informed by convenient, rather than reliable sources of information. Faculty can easily spot a paper written by someone who depends upon these easy push-button options!

Making Sense of Resources

If you find yourself with a big pile of books and printed materials, you might be wondering, “How can I read all this stuff and write a paper in a few weeks?” But you do not necessarily have to read it all - you can learn to draw ideas from your resources in an efficient and responsible manner.

Consult the books’ Table of Contents and Indexes to see on what the authors have to say on the topic you’ve chosen. Start by reading the abstract, introduction and/or conclusion to a chapter or article because these usually highlight the author’s main ideas and arguments. Then, make judgments as to whether you want to read further and include their research, comments, or observations in your paper. Make notes on index cards to record your sources of information. You do not have to worry about organizing the material or writing anything coherent at this point.

Next, make more detailed notes on the journal articles and texts you have gathered. If an author in a textbook mentions a particularly relevant journal article which you cannot find in the library, obtain it through Inter-Library Loans (allow for up to two weeks for delivery). Sort through your information and discard or return unnecessary materials.

Begin with the most promising sources, extract the main ideas, outstanding examples and important conclusions. Any information you collect should relate directly to your topic or questions.

Always ask yourself at each stage of the research process, “What does this article, book or the notes have to do with my main argument or description of my topic?” If you can’t answer that question, the information probably is not useful.

Write an Outline

Make an outline for your paper within the framework below (Introduction, Body, Conclusion). If it’s helpful, state your central question or idea (the thesis), and the main issues you intend to address. Under each one, briefly organize your supporting points.

Be able to identify your sources accurately. Note the page number if direct quotes from the sources will appear in your paper. Include, in note form, your own reaction to what the authors have said. Re-read your notes for omissions while you still have the sources to check. Now you should be ready to write the first draft.

Writing the First Draft

The first draft should have a clearly defined order - either chronological or one based on the logical flow of ideas. Here is a general guide:

The Introduction. Some people find this part easier to write last. How can you tell people what you’re writing about if you have not written it yet?

Use the Introduction to explain what you are going to do in the body of your paper: what are the major problems, questions and issues? This is an opportunity to capture your reader’s interest, outline the key ideas, clarify your topic and mention any limitations which arose during your investigation of the subject.

The Body. Deliver the goods you have introduced in the Introduction. This part must flow and be well structured (use complete sentences in coherent paragraphs). Consider using headings to provide a “map” for the reader to follow your thinking.

The Conclusion. Summarize the key points and, in some cases, remind readers of the purposes for writing the paper as you stated them in the Introduction. Provide a closing statement about your topic. For example, you may want to evaluate how reliable you feel your conclusions are in view of the information you’ve collected, identify gaps in your research, suggest directions for future research and/or acknowledge potential social policy implications².

Generally speaking, no new ideas should be added in this section because you are concluding a topic. You have convinced your reader about a certain state of affairs

² Social policies include laws, regulations, directives, and programs which are designed to achieve positive outcomes for society, or for a particular group (such as aboriginal people, women or those with low incomes).

based on the strength of your research and the consistent argument which you have made. Like the introduction, it is usually easier to write the conclusion *after* the main body of your paper has been drafted.

Footnotes or Endnotes? When using the APA method, do not use endnotes or footnotes to cite a source. Cite your sources in the main body of the paper like this: (Stone, 1995) and put Stone’s work (author, year, title, source of journal or book, pages where her entire work can be found) at the end of the paper under the heading, “References”. Examples are provided later in this document (See the exception to this APA requirement under “Assistance for Legal Courses” below).

References. This page(s) lists every author you have cited in the main body. Do not include works that you have not actually cited in the main body of your work. Detailed information on creating references within text and a separate reference page will be shown below.

Revising the First Draft

Use your ears to edit by reading your first draft aloud. A supportive friend or relative may help you at this stage. If you find yourself sounding unclear or stumbling over your sentence structure, chances are that your reader will too.

Pay attention to the voice of your paper and how you “speak” to the reader. Check for spelling, grammar and punctuation. Do not rely on computerized spelling and grammar packages because they allow you to make mistakes that will not be picked up as errors. We recommend that you print a hard copy of your work and edit it for spelling, grammar and punctuation. You will likely find more errors using this approach as opposed to just reading it on your computer screen.

Style: Be sure that your vocabulary is appropriate - avoid colloquialisms (overuse of “like,” “basic,”

“basically,” “really,” etc.) and slang (“cons,” “cops,” “B&E’s,” “dope,” and abbreviations like etc., i.e.). Avoid the use of contractions (“don’t,” “wasn’t,” “shouldn’t,” etc.). Watch for your use of the verb tense (past, present, future).

Do not string modifiers together and leave it up to your reader to pick the most appropriate word, as in: “The failure of criminological theories to address/confront white collar crime was noted by Edwin Sutherland in 1949.” Pick either “address” or “confront.”

Sound authoritative without being condescending. Be interesting and varied, active rather than passive, specific and not vague. Ensure that you have used quotations appropriately and consistently throughout.

Do not write your paper to the professor. You are writing for a general academic audience, not a specific faculty member.

Avoid sensationalism. You are writing an academic research paper, not an article that attempts to titillate readers or romanticize an issue about which you feel strongly.

Writing the Final Copy

1. Use a computer to write your paper. Handwritten papers will be returned unmarked and penalized for being late.
2. Use one side of the paper, double space the text and leave 1” (2.54 cm) margins all around the page. Do not leave large sections of blank white space as filler to meet page requirements.
3. Use the font, Times New Roman (12 points). By using a proportional font like Times New Roman, you will get more words on a page; therefore you should adjust the number of pages accordingly. Most word processors have a way to show you how many words are in your document which will help you meet the size requirements of your paper. A rule of thumb is that one page – double spaced –

“The secret of good writing is to strip every sentence to its cleanest components. Every word that serves no function, every long word that could be a short word, every adverb that carries the same meaning that’s already in the verb, every passive construction that leaves the reader unsure of who is doing what—these are the thousand and one adulterants that weaken the strength of a sentence.”

William Zinsser, 1998,
On Writing Well

contains 250 words. A 3000 word paper is about 12 pages.

4. Number the pages consecutively. Page 1 begins where the first page of text appears, not on the title page or the table of contents.
5. Add a cover page with the title of your paper, your name, student number, the professor's name, the submission date, the course name (i.e., Crim 101)m and location (Vancouver Island University).
6. References go at the end. These include only the materials that you have specifically quoted or paraphrased in the paper, not any background reading which you may have done. You should have continuous page numbers throughout your paper therefore, the reference page should be numbered accordingly.
7. Proofread and make corrections to your final draft.
8. Keep a copy of your paper and give the original to your professor. Please do not use plastic enclosures or binders for your papers. A single staple or paper clip is environmentally friendly.

Citing Your Sources

Except for our law courses, you must use APA guidelines in your academic work. There are a number of web sites and manuals which have guidelines for citing the works of others by using the APA format.

There are two parts to citing the sources that you use in an academic paper: the reference within the main body of your paper, and creating a reference page for the sources which you've cited.

A Reference within the Main Body of a Paper

There are two ways in which we use the works of other authors and researchers. First, we sometimes quote an author(s) word-for-word. If so, make sure there are good reasons for not using your own words. You might decide that rewording the original text would lessen its impact on the reader. Short quotations (less than 40 words of text) are incorporated into the paper with "double quotation marks". For example, suppose you're

writing a paper on white collar crime and describing the works of Clinard and Yeager:

Clinard and Yeager (1980) define corporate crime as "any act committed by corporations that is punished by the state, regardless of whether it is punished under administrative, civil, or criminal law" (p. 16).

Alternatively you can place the reference at the end of your quotation:

Corporate crime is "any act committed by corporations that is punished by the state, regardless of whether it is punished under civil or criminal law" (Clinard & Yeager, 1980, p. 16).

When we cite an author word-for-word, we include the author's last name(s), the publication year and page number(s).

If you were to cite Clinard and Yeager for a passage of more than 40 words, the format would be:

Clinard and Yeager (1980) differentiate white-collar from corporate crime:

Corporate crime actually is organized crime occurring in the context of complex relationships and expectations among boards of directors, executives and managers, on the one hand, and among parent corporations, corporate divisions, and subsidiaries, on the other. This concept of corporate crime has developed rather gradually, and it is only natural that it should often be confused with the broader area of crime in the so-called white collar occupations. (p. 17)

Long quotations are double spaced and the period is at the end of the sentence. As shown above, the entire text is indented 5 spaces or ½ inch from the left margin.

The second general way we refer to the works of others is to use their ideas without quoting them word-for-word (paraphrasing). For example:

In a study of U.S. factory conditions, Reiman (1990) chronicles the health effects of safety violations in the workplace causing injury, disease

and death, inadequate medical care and chemical toxins in air, food and water.

Each article or book that you cite in the text of your paper must be listed on the References page so your reader can refer to the sources which helped develop your ideas.

Citing a Secondary Source

In limited circumstances, particularly when you are trying to demonstrate the extent of the existing research on a particular issue or topic, it may be necessary to refer to a source to which an author cited in his or her writing. These “secondary sources” are treated differently. In your paper, refer to both sources, but include on the reference page only the one that you actually used. For instance:

For the year 2001, Becker and Johnson noted that “adolescent males commit 20% to 30% of all rapes and 30% to 50% of all child molestations” (as cited in Bartol & Bartol, 2005, p. 369).

In this case, Becker and Johnson would not be found on your reference page. However, Bartol and Bartol (2005) would have an entry. If necessary, your reader could consult the latter source to get the full citation for Becker and Johnson (2001).

Citing Several Sources to Make a Point

You may notice that several authors have stated similar ideas. Making reference to two or more works is done by listing authors’ surnames in alphabetical order separated by semicolons. For example,

Despite the historical recognition of co-offending and its differentiation between gangs, the literature is sparse, largely anecdotal (Hinman & Cook, 1999; McCluskey & Wardle, 2000; Reiss, 1986, 1998; Tremblay, 1993), and has focused mainly on juvenile co-offending (Carrington, 2002; Clark, 1992; Reiss, 1986, 1988; Sarnecki, 1990, 2001; Tremblay, 1993; Warr, 1996, 2002).

Citing several authors often lends credibility to your claims and is usually appropriate when you illustrate the extent of existing research on a particular issue or topic. In the example above, the first four authors agree that the co-offending literature is sparse and largely anecdotal. The remaining six authors concur that studies of co-offending has largely been focused on juveniles. When writing an academic paper, if you see agreement among authors, use the format above.

Making Changes to the Original Source

There are times when you will want to use only a portion of an author’s work. There will be also be occasions when you will want to insert material and/or add emphasis to the words authors have used.

To omit material, use three spaced ellipsis points (. . .) within a sentence to indicate that you have omitted words from the original source. Use four ellipsis points (. . . .) to indicate any omission between two sentences. The first point indicates the period at the end of the first sentence quoted, and the three ellipsis points to follow. Do not use ellipsis points at the beginning or end of any quotation unless, to prevent misinterpretation, you need to emphasize that the quotation begins or ends in mid-sentence. Note that there is a space before and after the ellipsis. For example,

The reality of prisons in Canada according to Faith and Near (2006), is that “prisons are horribly expensive to tax papers . . . and taxes support an immense, expanding punishment industry at the expense of education, health care and social benefits (p. 342).

To insert words, use square brackets, not parentheses, to enclose additions or explanations which are inserted into a quotation. For example,

Patenaude (2004) stated that there are many explanations for crime and it is “wise for one to not stick to [commit oneself] a single theoretical perspective to explain all crime” (p. 2).

Adding Emphasis

Suppose you want to add emphasis to a word or words within a passage of quoted text. The accepted method is to italicize the word(s) followed by “italics added” in square brackets. For example,

Faith and Near (2006) stated that “if *men* [italics added] were not violent toward women, there would be many fewer women in trouble” (p. 346).

One Source – Several Authors

If a source has three, four, or five authors, cite all the authors the first time and subsequently cite only the surname of the first author followed by “et al.” (latin for “and others”). However, if there are six or more authors, just use “et al.”.

Author(s) with Publications in the Same Year

Suppose you are using two articles published by the same author in the same year. The first article mentioned in your paper would be: (Berndt, 1981a); the second one would be: (Berndt, 1981b). Your Reference Page entries would look like this:

Berndt, T. J. (1981a). Age changes and changes over time in prosocial intentions and behavior between friends. *Developmental Psychology*, 17, 408-416.

Berndt, T. J. (1981b). Effects of friendship on prosocial intentions and behavior. *Child Development*, 52, 636-643.

Personal Communication

Cite personal communication only in the body of your paper, not on the reference page. Personal communication is considered irretrievable data. For example, if you cite your professor in a term paper, use this format:

During lecture, Professor J. Anderson noted that criminology is interdisciplinary (personal communication, August 26, 2006).

The same is true for e-mail. Cite email as personal communication but leave it off your references page. For example:

Professor Simister sent an e-mail telling us that there are many reasons why an individual can become involved in crime (personal communication, August 10, 2006).

Creating Reference Page Entries

Use the following APA style for the entries which will be on your Reference page located at the end of your paper or assignment. Notice the hanging indent and that in your paper – all entries will be double spaced.

Journal Articles

Journal articles are also known as periodicals. Published on a monthly or quarterly basis, journals will often specialize in a particular field such as criminology, psychology, and sociology.

An article in an academic journal

O'Malley, P. (2006). Risk, ethics, and airport security. *Canadian Journal of Criminology and Criminal Justice*, 48(3), 413-421.

Magazine articles

Henderson, S. (1999, June 23). Politics and crime. *Newsweek*, 80, 82-83.

Newspaper Article

Richardson, C. (1999, December 27). How crime is manipulated by politicians. *Globe and Mail*, D1-D2, D4.

An Unidentified Author in a Magazine or Newspaper

Mail strike likely Thursday night. (1998, September 20). *The Province*, p. A1.

Books by a Single Author

Berg, B.L. (2007). *Qualitative research methods for the social sciences* (6th ed.). New York: Pearson.

A Book by Two Authors

Gamberg, H., & Thomson, A. (1984). *The illusion of prison reform: Corrections in Canada*. New York: Peter Lang.

Citing Specific Editions of a Book

Griffiths, C.T. (2004). *Canadian corrections* (2nd ed.). Toronto: Thomson Nelson.

A Book Edited by One Person

Clarke, R. (Ed.). (1992). *Situational crime prevention: Successful case studies*. New York: Harrow and Heston Inc.

A Book Edited by Two People

Cornish, D., & Clarke, R. (Eds.) (1986). *The reasoning criminal: Rational choice perspectives on offending*. New York: Springer-Verlag.

A Chapter in a Book

Boyd, N. (2004). Tolerance: Reclaiming the future. In *Big sister: How extreme feminism has betrayed the fight for sexual equality* (pp. 165-192). Vancouver, BC: Douglas and McIntyre.

Book Review

Oleson, J.C. (2006). The need for judicial review of capital cases. [Review of the book *The expendable man: The near-execution of Earl Washington Jr.*]. *Theoretical Criminology*, 10(3), 387-389. Retrieved August 22, 2007, from SAGE Publications database.

Audiovisual Material (Motion Pictures, TV & Videos)

The general form for audiovisual material is illustrated by using the following example:

Collot, N. (Director). (2005). *The Tobacco Conspiracy*. [Motion picture]. Ottawa, Ont.: National Film Board.

Cite either the producer or director (or both) and identify the work as a motion picture, television series episode or videocassette in square brackets.

Government Publications

Canada. Ministry of the Solicitor General. (1990). *A vision of the future of policing in Canada*. Ottawa, ON: Department of Justice.

Province of British Columbia. (1988, July). *Royal commission of inquiry into the alleged injuries*

sustained by Michael Albert Jacobsen during his detention in the Vancouver city police jail. Victoria, British Columbia: Commissioner's Report.

Internet Sources

Researchers and students are increasingly making use of aggregated, searchable databases to find and retrieve abstracts, articles, and other types of information. Periodicals can be online articles based on a print source or retrieved from a database or online index. You may take advantage of "full text retrieval" articles which the library provides through their online indexes. When citing material from these sources, be sure to include the date you retrieved the article and the name of the database.

Reference Format for Online Full Text Articles

The general form is (followed by examples):

Authors (date of original source). Article title. Title of the periodical, volume and issue number, page numbers. (Retrieved [month day, year,] from [source] database ([name of database]).

Anderson, J. (1990). Predicting the outcome of treatment. *Journal of Abnormal Child Psychology*, 26, 210-230. Retrieved February 20, 2000, from EBSCOhost database.

Note: When citing EBSCOhost, EBSCO is always uppercase, and host is always lowercase.

Myriam, D. (2003). The myth of innocence: Sexual Scripts and the recognition of child sexual abuse by female perpetrators. *Journal of Sex Research*, 40(3), 303-314. Retrieved June 18, 2008 from Academic Search Elite database.

Boots, D.P., & Heide, K.M. (2006). Parricides in the media: A content analysis of available reports across cultures. *International Journal of Offender Therapy and Comparative Criminology*, 50(4), 414-445. Retrieved August 21, 2007, from SAGE Publications database.

Article in an Internet-only Journal

Crow, T. (2000, March 17). Cultivating positive emotions to optimized health and well-being. *Prevention & Treatment*, 3, Article 0001a. Retrieved May 30, 2001, from <http://journals.apa.org/prevention/volume3/pre0030001a.html>

Webpage with No Author/No Date

An internet source with no author or date would be cited as:

Crime and deviance: A phenomenological approach. (n.d.). Retrieved September 1, 2008, from <http://www.crimeanddeviance.com>

The n.d. means “no date”. In the body of your paper, use the first few words of the title and “n.d.”. Your reference to it would look like (Crime and Deviance, n.d.) where the title substitutes for the authors name. On your reference page, the source would be listed alphabetically, using the web page title.

If there are no page numbers, enter the paragraph number for an on-line source. For example, use para. (short for paragraph) or the symbol ¶ to indicate the paragraph number and follow it with the number (“Crime and Deviance,” n.d., ¶ 2). If there are too many paragraphs for your reader to easily count, do not identify the specific one you are citing.

Websites

When citing a website, give the address of the site or the uniform resource locator (URL) within the body of your paper. This is the only time a URL should be used in the text of your paper. Do not include it in your reference list. For example you might write in your paper, “The Correctional Service Canada provides access to current research on institutional programs on their website (<http://www.csc-scc.gc.ca>).”

Note: When making reference to a website, provide a URL to the precise location (or as close as possible). An exact link will provide greater assurance that the reader will find the exact source. For example, a report on the Correctional Service Canada website would look like this:

Motiuk, L., Boe, R., & Nafekh, M. (2003). The safe return of offenders to the community: Statistical overview 2003. Retrieved August 23, 2006, from http://www.csc-scc.gc.ca/text/faits/facts08_e.shtml

Personal Site

Hare, R. [Home Page]. Retrieved August 19, 2008, from <http://www.hare.org>

For more information on electronic reference formats recommended by the American Psychological Association, see <http://www.apastyle.org/electmedia.html> or other reputable source.

The Reference Page

The reference page includes only those works which are cited (quoted, paraphrased, or those from which you have drawn ideas or used information) in the body of your paper.

Entries are listed alphabetically by author. When listing several works by the same first author, give the author’s name in the first and all subsequent references, and arrange by year of publication with the earliest first. Notice the hanging indent and how URL’s are not underlined. Included are books by single and multiple authors, journal articles, journal articles on-line and government publications.

Your paper should contain continuous page numbers therefore; your reference page will be your final page and should be numbered accordingly.

References

- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders: Text revision*. Washington, D.C: Author.
- Barron, C., & Lacombe, D. (2005). Moral panic and the nasty girl. *Canadian Review of Sociology and Anthropology*, 42(1), 51-69. Retrieved August 23, 2006, from *Academic Search Elite* database.
- Becker, H. (1963). *Outsiders: Studies in the sociology of deviance*. New York: Free Press.

Becker, H. (1998). *Tricks of the trade: How to think about your research while doing it*. Chicago: University of Chicago Press.

Bennett, S., & Lavrakas, P. (1989). Community-based crime prevention: An assessment of the Eisenhower Foundation's neighborhood program. *Crime and Delinquency*, 35(3), 345-364.

Botvin, G. J., Baker, E., Botvin, E. M., Filazzola, A. D., & Millman, R. B. (1984). Prevention of alcohol misuse through the development of personal and social competence: A pilot study. *Journal of Studies on Alcohol*, 23, 550-552.

Canadian Broadcasting Corporation. (July 14, 1976). *Death penalty abolished in Canada*. Retrieved August 19, 2006, from http://archives.cbc.ca/IDC-1-73-181-994-_economy/death_penalty_abolished

Erikson, P. (1999). A persistent paradox: Drug research and policy in Canada. *Canadian Journal of Criminology*, 41(2), 275-284.

Janzen, L. (2000, February 17). Ex-biker tells kids to shun gang life: A gateway to prison, chaos, survivor says. *Winnipeg Free Press*, p. A6.

Linden, R. (2005). *Criminology: A Canadian perspective* (5th ed.) Canada: Thomson Nelson.

Reiman, J. (2000). *The rich get richer and the poor get prison: Ideology, class and criminal justice* (6th ed.). Boston: Allyn and Bacon.

Siegel, L. J., & McCormick, C. (2006). *Criminology in Canada: Theories, patterns, and typologies* (3rd ed.). Canada: Thomson Nelson.

Note the following for your Reference page:

- Reference entries are double-spaced .
- For each entry, the first line is typed flush with the left margin, and any additional lines are indented .5” – known as a “hanging indent”.

- Note the punctuation, italics and how hyperlinks are not underlined.

Where Else Can I Get Help to Write Papers?

There are many resources to assist you in learning how to write clearly and powerfully.

- Your professor is here to help. Some may be willing to comment on an outline of your paper. Others may be willing to review a final draft of your paper and make recommendations. However, we emphasize that academic writing skills are your responsibility to learn.
- The Writing Centre (Library Building, Room 474) is staffed by friendly faculty and is a great resource for students. You can get help at any stage of developing and writing a term paper or assignment. Visit their webpage and book a 30 minute appointment (twice per week) at (<http://www.mala.ca/writingcentre/>)³.
- Reference Librarians can assist you to find resources for your specific topic.
- The library and bookstore have many short, excellent books on how to write a research paper.
- Many students have written “A” papers in criminology. For examples, visit the Criminology Website.

Assistance for Legal Courses

The Criminology program at VIU includes several law-based courses (CRIM 135, CRIM 230, CRIM 430, CRIM 390 and CRIM 400). There is a move in Canada to standardize methods for citing legal writing. Consequently, law schools, law journals, courts, and many other legal sources have adopted the Canadian Guide to Uniform Legal Citation which is now in its 6th edition. All papers written for law-based courses must adopt the standards of the Canadian Guide.

³ The Writing Centre also has “drop-in” hours if you prefer not to make an appointment. See their website for drop-in times.

Criminology students at VIU are also provided with free access to the online legal resources of Quicklaw™, a division of Lexis-Nexis. Learning to use Quicklaw is a mandatory part of the legal courses in the Criminology program. You will be given instructions regarding how to use this database early in your studies at VIU. This is an amazing legal resource which costs hundreds of dollars to purchase, but is free for students!

Hints for Making Notes on Legal Cases

When reading cases, it is helpful to write a case brief. This will assist for later studying when you may not have the time to reread entire cases. A case brief sets out the facts, issue, decision, and *ratio decidendi*. The facts should just briefly describe what the case was about, the issue is often clearly set out in the ruling and is often in the form of a question (e.g., is a section of the Charter violated?).

You then should set out the decision and include what the lower courts have ruled (this will help to make sense of the higher court's conclusion). The *ratio decidendi* informs future cases with the legal rationale upon which future decisions are to be made.

Understanding Case Law

Case law refers to the decisions which judges make when they have a specific set of facts arising from a case before them. For example, although sexual assault is a violation of the Criminal Code, there is no definition in law of exactly what constitutes sexual assault. Parliament could not possibly write a law that would cover every instance of sexual misconduct so they have left it to the courts to decide if a crime has taken place.

Judges are given the task to define the parameters of law and interpret it, according to what they understand to be the intent of Parliament. Our judicial system also allows higher courts to “strike down” or nullify a law which violates the Canadian Charter of Rights and Freedoms.

For example, sexual assault is an offense under Section 271(1) of the Criminal Code. But the Code gives no instructions as to what should be considered a sexual assault. Judges make decisions that have implications for future cases of a similar nature:

In determining whether sexual assault has been committed, a court should consider a number of factors, including the body part touched, the nature of the contact, any words or gestures including threats accompanying the conduct, and the defendant's intent or purpose, including the presence or absence of sexual gratification. Sexual assault does not, however, require sexuality or sexual gratification. A misguided and primitive disciplinary exercise which is an aggressive act of domination which violates the sexual integrity of the victim and constitutes an assault may be a sexual assault (*R. v. V. (K.B)* (1993), 82 C.C.C. (3rd) 382 (S.C.C.), affirming (1992), 13 C.R. (4th) 87, 71 C.C.C. (3rd) 65 (Ont. C.A.) per Robins and Osborne, J.J.A., Grange, J.A. dissenting) (*Tremear's Criminal Code*, 1996, p. 511).

This case law provides some general guidelines for judges when they decide whether a sexual assault has taken place in light of facts presented by the Crown Prosecutor. Judges need these guidelines because the circumstances they rule upon are often ambiguous

When reading a case, be sure to differentiate between the majority ruling and the dissenting ruling. While the dissension may be interesting and informative, it is not the ultimate conclusion of the case. The majority ruling answers the question asked of the court.

Most of the cases we address will be Supreme Court of Canada (S.C.C.), Provincial Superior Court or Appeal Court rulings. The higher courts' precedent-setting cases have a significant impact on the law and how future lower court rulings will be decided.

Legal Citations (for example, *R. versus Haywood*)

Criminal cases involve public law and are deemed an infraction against the state. Cases are abbreviated as follows: the Queen (or Regina or simply 'R') versus (v.) the surname of the accused. If it is a sexual assault case or one involving a minor, the initials of the accused are used. Case citations are as follows:

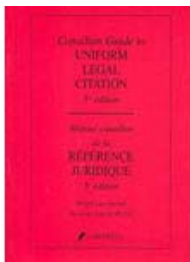
R. v. Haywood, (1994) 94 C.C.C. (3d) 481 (SCC)

- The accused's name is Haywood
- The year of the case is 1994 (if the brackets are square [], the year is when the case was reported, not decided)
- '94' refers to the volume number of the series in which the case is reported (cases can be reported in more than one series);
- 'C.C.C.' refers to the series, Canadian Criminal Cases (this series is in our library). Other series include C.R. (Criminal Reports), D.L.R. (Dominion Law Reports) S.C.R. (Supreme Court Reports).;
- '(3d)' means that this case is in the third series of Canadian Criminal Cases;
- The number following (481) refers to the page number where this case begins in the series;

Often the level of court is noted in the citation. This is significant to the value of the case; the Supreme Court of Canada is "binding" their decisions on lower courts so that all lower provincial and appellate courts will make

future decisions consistent with the S.C.C.

Students taking our third and fourth year law courses are expected to purchase the *Canadian Guide to Uniform Legal Citations* (available in the bookstore).



Any Questions?

If you have questions about the topics covered in the Criminology Student Handbook, please write to or speak with the Chair of the Criminology Department (Joanne Simister; email joanne.simister@viu.ca or speak with a faculty member). Should there be any topics or issues you like covered in future versions of this handbook, we will appreciate your feedback.

References

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, D.C.: APA.

