



# Policy Paper Literature Review

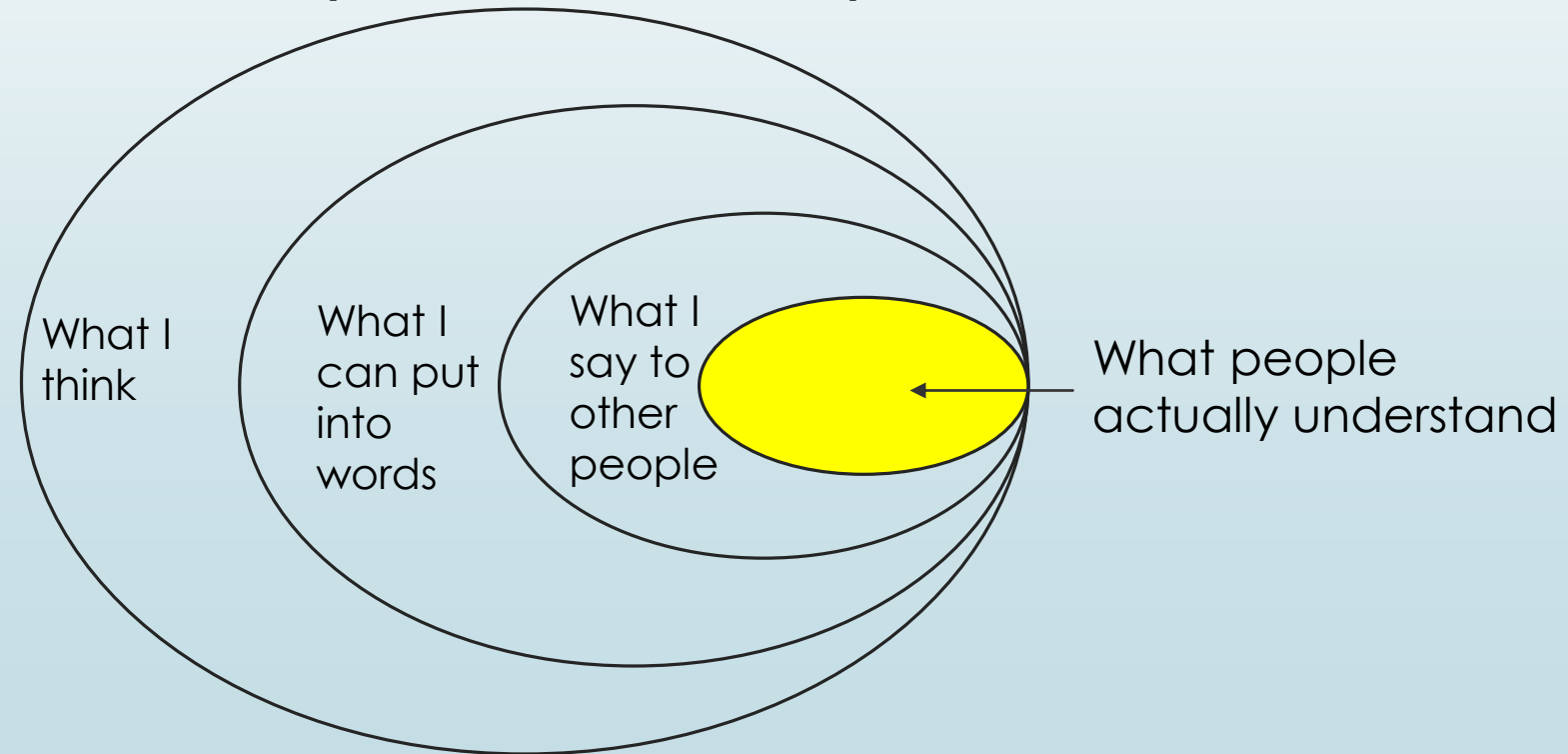
JUST 4500 601 and 602. Issues & Problems in Criminal Justice

Summer 2020

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2/20/2020

# Why write papers?

Writing papers gives you practice at organizing and expressing your thoughts, and punctuation helps people understand what you mean. It's not the fault of the reader if they don't understand you. **Writing is difficult but with practice and dedication, you can master this important skill**



# Why APA & writing matters

- ▶ Attention. To. Detail.
  - ▶ Important for both college and professionally. For the latter, mistakes and lack of attention can have devastating consequences.
    - ▶ No Miranda? Suspect statements cannot be used
    - ▶ Mistake on the search warrant? Exclusionary Act could result it in being thrown out
- ▶ Most CJ careers in this field exist in the context of **bureaucracies**.
  - ▶ Policies, search warrants, criminal report, probation/parole report, procedural guidelines for specific practices, memoranda, press releases, research reports, and communications with local/state authorities, judicial/legislative bodies *are all forms of written media*.
- ▶ Leadership ability and program development are closely related to writing skills.

# Importance of Effective, Well-Written Reports

A written report is often the **first impression** an officer makes on commanding officers, lawyers, or judges – and a **poorly written report can cause an inaccurate portrayal of competence level**. Additionally, it can also mean the difference between a rightful conviction and an erroneous release of a guilty person. On the other hand, **an accurate and intelligent report can make a positive first impression**, and has the ability to lead to new opportunities for the future.

- **Time saver:** Accurate organization of the material and repetition elimination can cut hours out of an officer's reporting time.
- **Better court preparation:** A well-written report can prove more efficient in a court of law, speaking more logically and correctly to lawyers and judges.
- **Possible avoidance of court:** A report that leaves little material for questioning could help an officer avoid having to attend court at all. If the report is written clearly and leaves little room for questions, counsel may have no reason to call the officer into the court.
- **Respect from superiors and fellow officers:** If a report is written well the first time, an officer's superior has little revision to make, saving time and energy and earning the officer respect in the eyes of his/her superior.

# Common Types of Law Enforcement Reports

- **Arrest Report:** Written at the time of an arrest, including the probable cause, arrest, and the temperament of the suspected person.
- **Evidence Collection Report:** Launches the chain of evidence, such as who discovered the evidence, when and where it was located, who collected it, and its disposition.
- **Crime Report:** Written after a crime has occurred, including all aspects of the crime (location, date and time, evidence taken, loss or injuries, and suspect depiction).
- **Event or Incident Report:** Used to document events that are not measured as criminal, such as emergency medical calls or civil disputes.
- **Narcotic, Drunk Driving, Intoxication Report:** A report describing a suspect's condition at the time of the crime, including the influence of substances, be it alcohol or drugs.
- **Clearance Report:** States the outcome of a case, and could include the arrest, the recovery of property or the filing of a complaint. This report serves as the conclusion of a case.

# Police Report Writing & Academic Writing (Bond)

- ▶ Police reports are first person accounts of what the officer observed and actions taken. The who, what, when, where, why, and how tell the facts of the incident. Police reports are accurate, honest, thorough, and clear articulation of the facts as known to the officer writing the report. A good police report paints a picture with words so that the reader can clearly understand what happened through the officers firsthand storytelling of the incident.
- ▶ Both academic writing and professional police report writing are skills that are learned through doing. The academic writing process and professional police report writing is David Kolb's (1984) experiential learning theory in action. You only get better with practices, feedback, reflection, and building upon your gained knowledge of the writing process.

# Overview

- Worth ~25% of your overall grade
- **Policy paper of 7 (full)– 8 written pages. The title/reference page do not count towards this.**
- Choose a criminal justice policy from the right and **critically examine the implementation, use, and efficacy of the policy.**
- For the final paper, **8 acceptable** sources of which at minimum **5** are **academic, empirical** sources (more on that later)

## Topics to Choose From

• Asset forfeiture	• Broken windows policing
• Privatization of prisons / jails	• Alternatives to incarceration‡
• Three strikes laws	• Mandatory minimum laws
• Truth in sentencing laws	• Solitary confinement
• Sex offender residence restrictions (SORR)	• Sex offender registration & notification (SORN)
• Body worn cameras	• CJ Harm reduction policies‡
• Sexual assault nurse examiner programs (SANE)	• Red light / stop cameras
• SWAT	• Restorative justice
• High school student drug testing	• School resource officers
• Crisis intervention teams	• Specialty (problem solving) courts‡
• Ban the box	• Zero tolerance & juveniles

Note. ‡As these topics are quite broad, you should choose specific aspects of it to analyze while providing a general overview (e.g., if you select specialty courts, select a specific type; if you select alternatives, focus on a specific type such as electronic monitoring, intensive supervised probation, bootcamps, discretionary parole, etc. You cannot do probation nor parole itself).

# Components

## Specific components of the assignment

- ▶ Overview & origins of the policy/program
  - ▶ This includes a brief overview of how it came to be. You should discuss important legislation or cases (e.g., State or Supreme Court decisions) pertaining to the topic (each of these may not pertain to every topic, however)
- ▶ Prior academic research on the topic regarding its efficacy/efficiency
- ▶ Current concerns, controversial perspectives associated with the policy/practice
- ▶ Policy implications/Future of the policy/practice

**You must use headers identifying these components throughout your paper.**



# Late Policy and Extra Credit

## Late Policy

- ▶ You can submit each assignment up to three days late - (e.g. submitting it at 1 AM on Monday morning will lower your grade so you would be better off waiting to work on it some more).
- ▶ Each day late is a third of a letter grade off (e.g., a paper submitted on Tuesday that received a B would receive a C+).
- ▶ If it is not submitted by the end of the day **Wednesday**, the grade is a **0**.

## Extra Credit

1. Students that submit their paper by the end of day **Thursday** the week it is due will receive a one-third grade bump.
2. Students that visit the ECU Writing Center for a review of their full draft, along with a copy of their writing center report, and a 1 page write up on how they edited/changed their paper, can receive a one-third grade bump.
  - ▶ More on this later in the powerpoint

# Digging deeper into the policy paper

- ▶ Stated most simply, it is an overview of published and unpublished materials which help answer **two fundamental questions**:
  - ▶ What are the current theoretical or policy issues and debates related to your topic?
  - ▶ What is the current state of knowledge about these issues and problems?
- ▶ Basic elements include
  - ▶ Description of the context and importance of the problem
  - ▶ Discussion of a range of policy options
  - ▶ Weighing the evidence.

## Understanding policy development, implementation, & enforcement (Mays & Ruddell, 2014)

- What is the primary policy that is designed to address this problem?
- When was the policy developed?
- Who were the major players that favored or opposed the policy?
- Has the policy been implemented as it was envisioned?
- Has the policy achieved the desired effect(s)?
- Have there been modifications to the policy?
- Is the policy ineffective/no impact, and therefore in need of termination?

**Engaging in this exercise will help you make better sense of the sometimes chaotic world of CJ policies and processes.**

**Your text, which deals with policy in their opening chapters, are important as well.**

# Tips

## ► **General**

- Browse discipline-specific or area-specific reviews
- Look through past several years of flagship journals
- Use key terms to search electronic databases
- When you find a source you like, look through the works cited for others that are similar

## ► **Reviewing the literature**

- Don't just summarize the studies, evaluate them (but don't be too dismissive)
- Look for key themes and issues running through them
- Take a holistic view of the relevant literature to provide an overview of what it says
- Pay attention to the utility of qualitative research methods to address key themes and issues

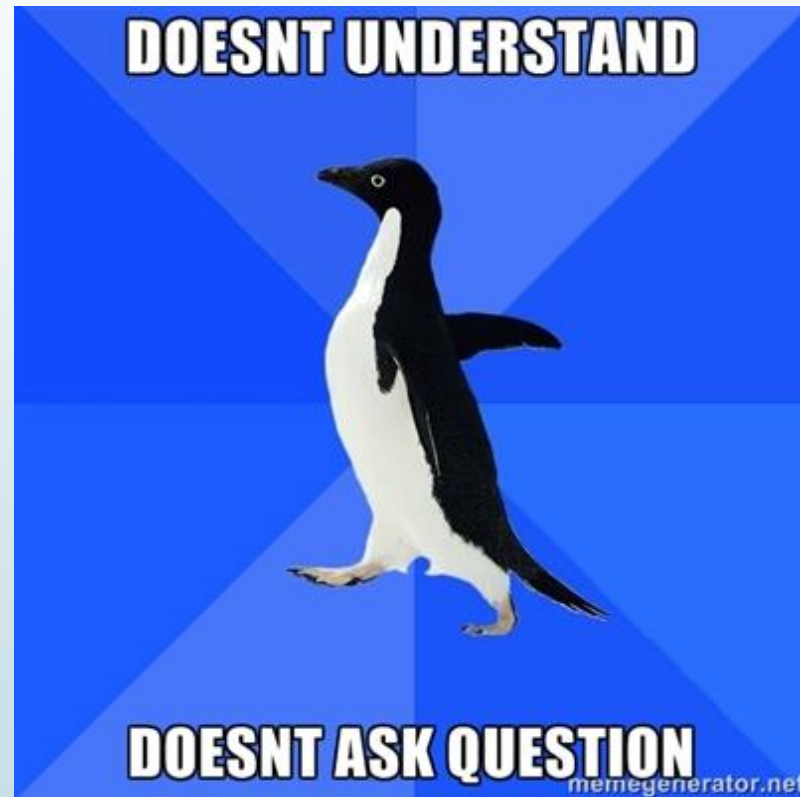
- **Let the literature guide you, not your preconceived notions or opinion on the topic.**

- [ECU Criminal Justice library guide](#)

# Rubric for the final paper

- ▶ Students will be assessed on the following five areas for their final paper:
  - ▶ Thesis Statement/Research Evidence
  - ▶ Understanding of the Issue
  - ▶ Mechanical, Grammar, & Language
  - ▶ Argument & Structure
  - ▶ Formatting and APA
- ▶ Please follow these APA requirements:
  - ▶ In-text citations
  - ▶ Works cited page
  - ▶ Section headers
  - ▶ Page numbers
  - ▶ An abstract is **NOT** needed!

# Any Questions?



Receives poor grade

Don't be like this penguin.

If you have any questions or issues, please do not hesitate to reach out to me either e-mail or through real/virtual office hours!



Extra Credit Opportunity

# Extra Credit Opportunity



- In order to get extra credit on their paper, students must visit the ECU Online Writing Lab to work on their draft prior to submitting their final paper
- Will increase your grade by a third of a letter grade (e.g., from a C+ to a B-)
- **Can be done either online or in-person**
  - When consulting with a trained writing center consultant for at least 40 minutes, you must make sure I receive the e-mail outlining the visit in order to earn this.
  - If online, it must be a **synchronous** meeting!
  - You must also write up a 1 to 2-page document that demonstrates how you took mine, the peer review, and their feedback into account (be specific).
  - **You must do both of these in order to receive the extra points.**



# What is their **Online Writing Lab (OWL)**?



Hopefully, you have heard of it. But based on comments from prior students, this was, for many, their first experience with it.

From ECU:

- ▶ The ECU Online Writing Lab (OWL) Offers Distance Education students the opportunity to consult with a trained writing center consultant, either in an e-Tutoring appointment, or a Meet Online appointment.
- ▶ Our OWL allows off-campus students to ask specific questions about their writing in any stage, from brainstorming to the final draft.
- ▶ While our online consultants do not simply proofread or edit anyone's paper, we gladly answer questions and try to provide feedback that will help any student become a better writer.

# ECU Online Writing Lab – [Link](#)



## **E-Tutoring**

e-Tutoring appointments are conducted through our WCOOnline program. After filling out an appointment form and attaching a document, students will be able to access their paper with comments from a Writing Center consultant within their scheduled hour by logging into their WCOOnline account.

## **Meet Online**

The OWL also offers synchronous Meet Online appointments, where Distance Education students can interact with Writing Center staff through a chat/whiteboard program. Documents can be uploaded and actively commented on by both the student and consultant simultaneously. These appointments are one hour in length, and both the student and consultant log in and are present in the WCOOnline appointment system.

# Student Experiences with the writing lab

- ▶ As part of the feedback I receive from students, I specifically ask them about their experiences with the writing center, if they chose to use it: This slide and the next are some of their experiences (**unedited**):
  - ▶ I would definitely go to the ECU writing center again. I would not have gotten the grade I received on my paper if it wasn't for the writing center.
  - ▶ I had a very good experience. I used it twice and received a lot of advice and help. I think you should require your students to go for extra credit because it was beneficial. I would not have used it otherwise and did not know it was available. I am thankful for the help I got from them.
  - ▶ My experience at the writing center was very beneficial. Because of my issues with formatting and grammar, the writing center helped me improve in that area. This resulted in an overall better quality paper and I received a better grade than I would had I not utilized the writing center.
  - ▶ My experience was great at the writing center. I knew what questions to ask and I got the help I needed. It was very worth it and helped improve my paper overall.

# Student Experiences, pt. II

- My experience with them was very pleasurable, and the whole process was so streamlined from setting up the appointment, and throughout the meeting! I would definitely suggest your continuing to utilize them for your future classes, be that for incentive or not.
- Yes the writing center was worthwhile to me. They actually walked me through my paper step by step while suggesting some corrections that would better my paper. The writing center has always been very helpful to me and I think all students should use their services when preparing writing assignments.
- It was my first experience, and it was amazing; I went three times and people over there help me a lot. I understand now how to improve my resources, and how I can apply different techniques in my papers.
- My experience at the Writing Center was great. I learned a lot about APA formatting and paraphrasing which made my paper better in the long run. It was definitely worthwhile.
- Keep making students go to the writing center.

# Student Experiences, pt. III

## But don't be these students!

- ▶ I did not utilize the writing center because I do not live in Greenville.
- ▶ I wasn't near ECU for my internship and wasn't able to make it there for using the ECU writing center.  
**(They have online support so this is not an acceptable excuse yet I still hear this every semester!)**
- ▶ I did not utilize the ECU's writing center but honestly wish I had.  
**(While a few have reported unsatisfactory experiences or their friends have, the overwhelming majority of the students reported that they were satisfied with their session(s).)**
- ▶ I missed a discussion board and it brought me [my grade] down a lot.  
**(I know it's not related to the paper but you are given X out of Y to do allowing you to miss a few without penalty)**



# Sources, Tips, & Tricks

# Sources

- ▶ For your final paper, you must have at least **8** sources, of which **5** are academic, empirical sources
- ▶ **An academic, empirical source** is defined as research based on observed and measured phenomena. It is research that derives knowledge from actual experience rather than from theory or belief. Includes primary data collection and meta-analyses but does not include systematic/literature reviews and is published in an academic journal (i.e., it undergoes peer review).
- ▶ Papers that typically do better use more than ten sources
- ▶ **Newspaper articles, books, online websites, dictionaries, documentaries, editorials, etc. are not allowed**
- ▶ You should be using primarily academic journal articles and governmental/organizational reports. You should not use websites. If you have questions about a source, [E-MAIL ME!!](#)

# Academic Sources

## ► Academic (peer-reviewed) journals

- E.g., "[Sexual Abuse](#)", "[Criminology & Public Policy](#)"
- Again, note that journals publish editorials, book reviews, etc.; these do not count and are not considered acceptable!]
- Journal articles are usually reports of [empirical studies](#), [meta analyses](#) (both of which are empirical), and [literature reviews](#) (not an empirical article)
- You can tell a journal is peer reviewed typically in their about/more information section

*Sexual Abuse: A Journal of Research and Treatment*, the official journal of the Association for the Treatment of Sexual Abusers, provides an international and multi-disciplinary forum for the latest research (quantitative or qualitative) and scholarly reviews on theoretical, clinical, and policy-relevant aspects of sexual abuse. The journal publishes rigorously peer-reviewed articles on the characteristics, etiology, life course, prevention, assessment, treatment, management, and consequences of individuals who have perpetrated sexual abuse and those who are at risk of doing so. This research provides essential evidence for those working in mental health, criminal justice, public policy, advocacy, and academic settings, including allied professionals working with those who have experienced sexual abuse.



# Other Acceptable Sources

- Academic book/chapter in an edited volume ("[Rape and Sexual Assault](#)")
  - Gray literature (these are **not** peer reviewed and thus, are not academic)
    - Research reports ("[Urban Institute](#)", "[RAND](#)", "[Human Rights Watch](#)", "[Justice Center](#)") / white/working papers ("[NCJRS](#)", "[MPD](#)")
    - Gov't reports ("[Bureau of Justice Statistics](#)", "[Office of National Drug Control Policy](#)", "[Government Accountability Office](#)", "[Department of Justice](#)", "[Morbidity and Mortality Weekly Reports](#)", etc.)
      - Organization reports ("[National White Collar Center](#)")
      - [BJS example – mental health](#)
    - Dissertations ([example](#))
    - Law review journals ([example](#))
    - Professional journals ("[Police Chief](#)", "[National Institute of Justice Journal](#)") – Civic Research Institute journals also fall under this category
- These last two are **not** peer reviewed and are thus not academic

# Not acceptable – do not use these as one of your three/five/ten sources

- Newspaper/magazine articles (e.g., Washington Post, Time, CNN, Fox, NPR),
- Encyclopedias/dictionaries,
- The vast majority of online websites, (e.g., procon.com, Wikipedia)
- Editorials, commentaries, introductions (etc.),
- Letters to the editor,
- Blogs,
- Book reviews,
- Books (book chapters are acceptable – books are not),
- Movies/films/documentaries, etc.,
- Newspaper articles (seriously – do not use these),
- Again, most websites are unacceptable

**While you can use your textbook, IT DOES NOT COUNT TOWARDS YOUR REQUIRED NUMBER OF SOURCES!!!**

**If you think a source is questionable, contact me ahead of time.**

# Differentiating between types of sources, pt. I



- ▶ **The following journal articles would count towards your academic, empirical sources as these are published in peer reviewed journals and analyze data:**
  - ▶ [Link](#): Mandating treatment based on interlock performance: Evidence for effectiveness
  - ▶ [Link](#): The effect of alcohol and road traffic policies on crash rates in Botswana, 2004-2011: A time-series analysis
  - ▶ [Link](#): "I drove after drinking alcohol" and other risky driving behaviors reported by young novice drivers
  - ▶ [Link](#): Drinking and driving among college students: The influence of alcohol-control policies
  - ▶ [Link](#): U.S. state ignition interlock laws for alcohol impaired driving prevention: a 50 state survey and analysis
- ▶ This would count as an **acceptable** source but **not empirical** as it is a literature review of the field:
  - ▶ [Link](#): A systematic review: Effectiveness of mass media campaigns for reducing alcohol-impaired driving and alcohol-related crashes

# Differentiating between types of sources, pt. II



- ▶ These would count towards your **acceptable** sources. These are **not academic** as they are not peer reviewed despite analyzing data:
  - ▶ [Government report](#): Evaluation of state ignition interlock programs: Interlock use analyses from 28 states, 2006–2011
  - ▶ [Government report](#): Roadside survey of alcohol and drug use by drivers
  - ▶ [Organizational report](#): Drink-driving and DUI recidivists' attitudes and beliefs: A longitudinal analysis.
  - ▶ [Book chapter](#): The impact of drink driving laws
  - ▶ [Law review](#): "No hands": Reevaluating what control is necessary to establish actual physical control following State v. Nekolite

# Identifying Valid Sources

- ▶ Look for the author's credentials. Are they a person who has a documented knowledge of science?
- ▶ When was the source created? Could research since that time have changed the information included in your source? If so, look for more recent works that give you the same (or different) information.
- ▶ What type of source is this – popular, journal, web?
- ▶ The depth and level of detail offered in the source. It should be appropriate to your level of understanding but use relevant vocabulary and cite research to support its information.
- ▶ [Evaluating information – ECU](#)

# My Own Research as an Example of Sources, pt. I

- ▶ Using my own research, here are some academic, empirical articles I have written on a policy we'll be looking at (or have examined, depending when you view this) on sex offender registration and notification.
  - ▶ [Collateral consequences of juvenile sex offender registration and notification: Results from a survey of treatment providers](#)
    - ▶ In this paper, we interviewed 200+ treatment providers who worked with juveniles who have committed a sex offense on the impact of sex offender registration / notification on the juvenile
  - ▶ [Law enforcement perspectives on sex offender registration and notification effectiveness, challenges, and policy priorities](#)
  - ▶ [Collateral consequences and effectiveness of sex offender registration and notification: Law enforcement perspectives](#)
    - ▶ In these two articles, we had semi-structured interviews with 104 police officers and had 1,000+ police officers complete a survey on sex offender policies and their effectiveness and collateral consequences

# My Own Research as an Example of Sources, pt. II

- ▶ On **Slide 25**, the chapter on rape/sexual assault was written by a mentor of mine and me. It is not empirical as we collected no data ourselves but summarize the issues, relying on other studies, referred to as a systematic review. Because the chapter was published in a book, it is considered an acceptable source.
- ▶ I have also published in 'professional journals as well (Civic Research Institute). These are not peer reviewed and do not fall under either the 'academic' nor 'empirical' requirement and thus, are only considered 'acceptable.'
  - ▶ [Treatment Providers' Perspectives of the Consequences of Juvenile Registration and Notification.](#)

## Use of websites (generally)

- ▶ Sites such as DrugAbuse.gov, CrimeSolutions.gov, summary websites from the CDC, and others (including non-gov't agencies) are not allowed.
- ▶ **Refer to their sources and use those instead.**
  - ▶ Example: [CrimeSolutions.gov](https://www.crimesolutions.gov/), which evaluates evidence based programs and practices, relies on empirical articles. Do not use this. Rather, use the primary source (i.e., what they are citing)
    - ▶ [Example 1 – Adolescent Community Reinforcement \(Drugs\)](#)
    - ▶ This was assessed using 2 empirical articles which is found under: Evidence-Base (Studies Reviewed).
- ▶ The key here is rather than using the website itself, refer to the articles that are **used, reviewed, and cited!**
- ▶ **Websites should be avoided (e.g., Wikipedia, news items, encyclopedias, FindLaw, ProCon, Quora, etc.)**
- ▶ **Organizational reports are typically acceptable if they are reputable; if you are unsure, please ask or post in the forums**



# Using government websites

- ▶ Some government websites provide a great overview of particular policies and issues (e.g., CrimeSolutions.gov from the prior slide)
  - ▶ Drugabuse.gov – [Drugged driving](#)
  - ▶ SMART.gov
  - ▶ NIJ.gov
  - ▶ CDC.gov
- ▶ **Do not use the website**
- ▶ Use the references that these websites utilize (i.e., the **primary** source) as these are the **academic articles!**

**Again, do not use the actual websites as a source!**

## References

1. Lenné MG, Dietze PM, Triggs TJ, Walmsley S, Murphy B, Redman JR. The effects of cannabis and alcohol on simulated arterial driving: Influences of driving experience and task demand. *Accid Anal Prev.* 2010;42(3):859-866. doi:10.1016/j.aap.2009.04.021.
2. Hartman RL, Brown TL, Milavetz G, et al. Cannabis effects on driving lateral control with and without alcohol. *Drug Alcohol Depend.* 2015;154:25-37. doi:10.1016/j.drugalcdep.2015.06.015.
3. Hartman RL, Huestis MA. Cannabis effects on driving skills. *Clin Chem.* 2013;59(3):478-492. doi:10.1373/clinchem.2012.194381.

# Using government websites, pt. II

- ▶ Another example: Police Use of Force

<https://nij.gov/topics/law-enforcement/officer-safety/use-of-force/pages/welcome.aspx>

**Reducing Use-of-Force**  
Use of [Police Body-Worn Cameras](#) by the Rialto (Calif.) Police Department has received a "Promising" rating on CrimeSolutions.gov.

- ▶ Do not use this website as a source. Instead, use the primary sources they cite
- ▶ [The Rialto, CA CrimeSolution.gov link to the primary source](#)

## Notes

[1] Smith, Michael R., Robert J. Kaminski, Geoffrey P. Alpert, Lorie A. Fridell, John MacDonald, and Bruce Kubu, [A Multi-Method Evaluation of Police Use of Force Outcomes](#), Final Report to the National Institute of Justice, July 2010, Award No. 2005-IJ-CX-0056, NCJ 231176.

[2] Terrill, William, Eugene A. Paoline III, and Jason Ingram, [Assessing Police Use of Force Policy and Outcomes](#), Final Report to the National Institute of Justice, February 2012, Award No. 2005-IJ-CX-0055, NCJ 237794.

[3] Taylor, Bruce, Daniel Woods, Bruce Kubu, Chris Koper, Bill Tegeler, Jason Cheney, Mary Martinez, James Cronin, Kristin Kappelman, [Comparing Safety Outcomes in Police Use-Of-Force Cases for Law Enforcement Agencies That Have Deployed Conducted Energy Devices and A Matched Comparison Group That Have Not: A Quasi-Experimental Evaluation](#), Final Report to the National Institute of Justice, March 2012, Award No. 2006-IJ-CX-0028, NCJ 237965.

# National Institute of Justice (NIJ) Journal

- ▶ Another similar example to CrimeSolutions is the [NIJ Journal](#) which reports on studies they have been sponsored/funded by the NIJ
- ▶ For instance, Issue No. 274: <https://www.ncjrs.gov/pdffiles1/nij/247877.pdf>
- ▶ One such article describes a previous study, “Addressing the Impact of Wrongful Convictions on Crime Victims”
- ▶ Rather than use the [article in the NIJ Journal by Irazola](#) and others, use the [actual primary source, the full report they produced.](#)
- ▶ Always use the primary source!
  
- ▶ **Bonus:** NIJ Journal, similar to DrugAbuse.gov / CrimeSolutions.gov, provides additional readings/other important links and notes



# Tips & Tricks

# Tips & Tricks 1

- Not all sources found via ECU's Joyner Library's search are considered acceptable.
- You will need to filter it by content type (e.g., "Journal Article", "Scholarly & Peer Review")
- Note that law reviews are included here **but are not considered academic sources**

one | ECU | JOYNER LIBRARY

Parricides: Characteristics of offenders and victims, legal factors, and treatment issues

86 results sorted by **relevance**  Add results beyond your library's collection

Clear Filters

REFINE YOUR SEARCH

- Full Text Online
- Scholarly & Peer-Review
- Library Catalog

CONTENT TYPE

- Book / eBook (8,028)
- Journal Article (86) ✓**
- Book Chapter (65)
- Dissertation/Thesis (33)
- Book Review (2)
- More...

1 **A Decade of Child-Initiated Family Violence: Comparative Analysis of Child—Parent Violence and Parricide Examining Offender, Victim, and Event Characteristics...**  
by [Walsh, Jeffrey A](#); [Kriener, Jessie L](#)  
Journal of Interpersonal Violence, 09/2009, Volume 24, Issue 9  
This article examines 11 years (1995-2005) of National Incident Based Reporting System data comparing victim, offender, and incident characteristics for two...  
Journal Article: [Full Text Online](#)  
[Preview](#)

2 **Comparison of Factors Associated with Parricide in Adults and Adolescents**  
by [Marleau, Jacques D](#); [Auclair, Nathalie](#); [Millaud, Frédéric](#)

Clear Filters

REFINE YOUR SEARCH

Full Text Online

Scholarly & Peer-Review ✓

Library Catalog

CONTENT TYPE

Journal Article (564) ✓

Book Review (44)

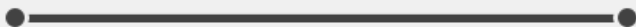
Trade Publication Article (3)

Book Chapter (1)

Magazine Article (1)

More...

PUBLICATION DATE



from



to

Last 12 Months

Last 3 years

Last 5 years

DISCIPLINE

social welfare & social work (346)

law (288)

political science (155)

social sciences (49)

government (39)

More...

SUBJECT TERMS

article (1,106)

sociology (594)

criminal justice (564) ✓

crime (553)

564 results sorted by relevance

Add results beyond your library's collection

1 **In the Furtherance of Justice, Injustice, or Both? A Multilevel Analysis of Courtroom Context and the Implementation of Three Strikes** by [Chen, Elsa Y](#)

Justice Quarterly, 03/2014, Volume 31, Issue 2

A hierarchical logistic model is used to analyze data on **Three Strikes**-eligible offenders in California and the counties in which they...

Journal Article: [Full Text Online](#)

View Complete Issue: [Browse Now](#)

[Preview](#)

[Related Articles](#)

2 **Divining the Spirit of California's Three Strikes Law** by [Michael R. Bennett](#)

Federal Sentencing Reporter, 07/2010, Volume 33, Issue 2

...Divining the Spirit of California's **Three Strikes** Law The extraordinary scope and severity of California's **Three Strikes** Law has been the subject of much...

Journal Article: [Full Text Online](#)

View Complete Issue: [Browse Now](#)

[Preview](#)

[Related Articles](#)

3 **Impacts of "Three Strikes and You're Out" on Crime Trends in California and Throughout the United States** by [Chen, E. Y](#)

Journal of Contemporary Criminal Justice, 06/2008, Volume 24, Issue 4

The impacts of **Three Strikes** on crime in California and throughout the United States are analyzed using cross-sectional time series analysis of state-level data from 1986 to 2005...

Journal Article: [Full Text Online](#)

View Complete Issue: [Browse Now](#)

[Preview](#)

[Related Articles](#)

4 **THREE STRIKES AND YOU'RE OUT: Exploring Symbol and Substance in American and British Crime Control Politics** by [Trevor Jones](#); [Tim Newburn](#)

The British Journal of Criminology, 09/2006, Volume 46, Issue 5

.... This paper focuses upon the area of sentencing policy and, in particular, the emergence of so-called 'two' and '**three strikes**' sentencing policies in the United States and the United Kingdom...

Journal Article: [Full Text Online](#)

View Complete Issue: [Browse Now](#)

Law review – doesn't count as an academic article

# Another way

ECU LIBRARIES

"three strikes" "crime"

2,623 results sorted by [relevance](#)

[Add results beyond your library's collection](#)

[Clear Filters](#)

REFINE YOUR SEARCH

Full Text Online

**Scholarly & Peer-Review** ✓

Library Selects

CONTENT TYPE

**Journal Article (2,623)** ✓

Book Review (129)

Magazine Article (26)

Book Chapter (8)

Trade Publication Article (8)

More...

PUBLICATION DATE

from  to

[Last 12 Months](#)

[Last 3 years](#)

[Last 5 years](#)

DISCIPLINE

social welfare & social work (1,155)

law (1,094)

political science (465)

social sciences (199)

sociology & social history (188)

More...

SUBJECT TERMS

article (888)

crime (561)

criminal justice (561)

sociology (507)

1 **California's three strikes law revisited: assessing the long-term effects of the law** by [Datta, Anusua](#)  
Atlantic Economic Journal, 06/2017, Volume 45, Issue 2  
Previous studies on the **three strikes** legislation in California draw conclusions based on data immediately following the passage of the law, which cannot account for the full deterrent effect of the law...  
Journal Article: [Full Text Online](#)  
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2 **Rapid Diffusion and Policy Reform: The Adoption and Modification of Three Strikes Laws** by [Karch, Andrew](#); [Cravens, Matthew](#)  
State Politics & Policy Quarterly, 12/2014, Volume 14, Issue 4  
... of "Three Strikes and You're Out" laws in the American states. Its analysis suggests that distinct political forces affected state-level outcomes at these two stages of the policymaking process...  
Journal Article: [Full Text Online](#)  
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3 **THREE STRIKES AND YOU'RE OUT: Exploring Symbol and Substance in American and British Crime Control Politics** by [Trevor Jones](#); [Tim Newburn](#)  
The British Journal of Criminology, 09/2006, Volume 46, Issue 5  
.... This paper focuses upon the area of sentencing policy and, in particular, the emergence of so-called 'two' and 'three strikes' sentencing policies in the United States and the United Kingdom...  
Journal Article: [Full Text Online](#)  
View Complete Issue: [Browse Now](#)

4 **Impacts of "three strikes and you're out" on crime trends in California and throughout the United States** by [Chen, Elsa Y](#)  
Journal of Contemporary Criminal Justice, 11/2008, Volume 24, Issue 4  
The impacts of **Three Strikes** on **crime** in California and throughout the United States are analyzed using cross-sectional time series analysis of state-level data from 1986 to 2005...  
Journal Article: [Full Text Online](#)  
View Complete Issue: [Browse Now](#)

## Tips & Tricks 2

- ▶ Do not rely completely on citation managers.
  - ▶ This includes Joyner's Library "Cite This" option
  - ▶ Most likely, you will need to make minor to major modifications if you do!
  - ▶ Please review the course resources on APA formatting for in-text citations and works cited.
  - ▶ You will be assessed on this for both portions of the assignment!
- ▶ For instance, the article below was cited as this (note the bold is wrong):

Walsh, J. A., & Krienert, J. L. (2009;**2008**;). A decade of child-initiated family violence: Comparative analysis of Child—Parent violence and parricide examining offender, victim, and event characteristics in a national sample of reported incidents, 1995-2005. *Journal of Interpersonal Violence*, 24(9), 1450-1477. doi:10.1177/0886260508323661

- ▶ The (2009;2008;) is incorrect – the year should be when it came out in print which is 2009, not the year it online first (unless it is very recent and has not come out in print yet)



## Tips & Tricks 3 & 4: Having trouble finding sources? Try snowballing

- ▶ This trick, referred to as snowballing, has been extremely helpful for students in the past. There are two ways of going about this:
  - ▶ **Looking back:** Say you find a great article from 2016 that builds upon prior research. One way of finding other relevant research is to look at the works cited page at the end of the article to find other sources. While not all of these may be relevant to you, you should get a good start.
  - ▶ **Looking ahead:** Utilizing Google Scholar (<https://scholar.google.com/>), you can see the sources that have cited a specific article. For instance, say you find a great source from 2002 and you want to find other similar research that has been published since then. When you copy the article's title into the search box, you can see which sources have cited it through the "Cited by X" link. From here, you can further refine your search (such as by date and specific key words to search). *Not all sources that are cited may be appropriate for this paper.* Note: You may then have to use ECU's site to get the actual source if it is not publicly available

# Finding Sources – Looking Ahead

Google Long-term follow-up to a randomized clinical trial of multisystemic therapy wi

Scholar

Articles **Long-term follow-up to a randomized clinical trial of multisystemic therapy with serious and violent juvenile offenders.** [PDF] researchgate.net Full-Text @ ECU Libraries

Case law CM Schaeffer, CM Borduin - Journal of consulting and clinical ..., 2005 - psycnet.apa.org

My library Abstract 1. In this study, the authors examined the long-term criminal activity of 176 youths who had participated in either multisystemic therapy (MST) or individual therapy (IT) in a randomized clinical trial (CM Borduin et al., 1995). Arrest and incarceration data were obtained on average 13.7 (range= 10.2-15.9) years later when participants were on average 28.8 years old. Results show that MST participants had significantly lower recidivism rates ...

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Custom range...

Showing the best result for this search. See all results

When we click on the “Cited by” link above, we see all the articles that have cited it (below). We can then search within these articles – not all will be relevant, though, or restrict it by date.

Google

Scholar About 282 results (0.04 sec)

All citations **Long-term follow-up to a randomized clinical trial of multisystemic therapy with serious...**

Articles  Search within citing articles

Case law [book] Multisystemic therapy for antisocial behavior in children and adolescents SW Henggeler, SK Schoenwald, CM Borduin... - 2009 - books.google.com Multisystemic therapy (MST) has grown dramatically since the initial publication of this comprehensive manual. Today, over 400 MST programs operate in more than 30 states and 10 countries, supported by a strong empirical evidence base. This book explains the Cited by 1776 Related articles All 7 versions Cite Save More

My library

Any time **Conduct problems** RJ McMahon, KC Wells, JS Kotler - Treatment of childhood ..., 2006 - books.google.com Conduct problems in children and adolescents constitute a broad range of “acting-out” behaviors, ranging from annoying but relatively minor oppositional behaviors (such as yelling and temper tantrums) to more serious forms of antisocial behavior (including Cited by 491 Related articles All 5 versions Cite Save

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Sort by relevance

# Be wary of the “Suggested Citation”

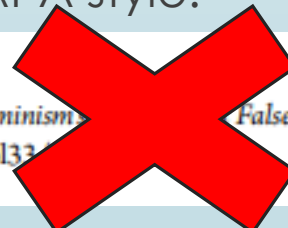
- ▶ Many articles and reports come with a suggested citation
- ▶ Should not use it – most are done in that field’s style (e.g., MLA, ASA, Chicago)
- ▶ For instance...I found the following source and it had this as it’s suggested citation:
  - ▶ Mah-Hui, Michael Lim, Old Wine in New Bottles: Subprime Mortgage Crisis - Causes and Consequences (July 30, 2008). Journal of Applied Research in Accounting and Finance (JARAF), Vol. 3, No. 1, pp. 3-13, 2008. Available at SSRN: <https://ssrn.com/abstract=1263280>
  - ▶ That’s not APA format but it is done in that field’s style. You’ll need to figure out how to do it in APA style!

## Recommended Citation

Edward Greer, *The Truth behind Legal Dominance Feminism*

Available at: <http://digitalcommons.lmu.edu/llr/vol33>

*False Rape Claim Figure*, 33 Loy. L.A. L. Rev. 947 (2000).



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- [Ask a Health Sciences Librarian](#)
- [Ask a Teaching Resources Center Librarian](#)

## Use the most recent data

- ▶ Assume you are doing your paper on alternatives to incarceration. Citing "[Prisoners in 2008](#)" by the Bureau of Justice Statistics, when "[Prisoners in 2015](#)" is out, is bad form.
- ▶ Similarly, if one was looking at mental health, using the 2010 National Survey on Drug Use and Health report when the most recent one from [2015](#) is available, should be avoided.