

Introduction to

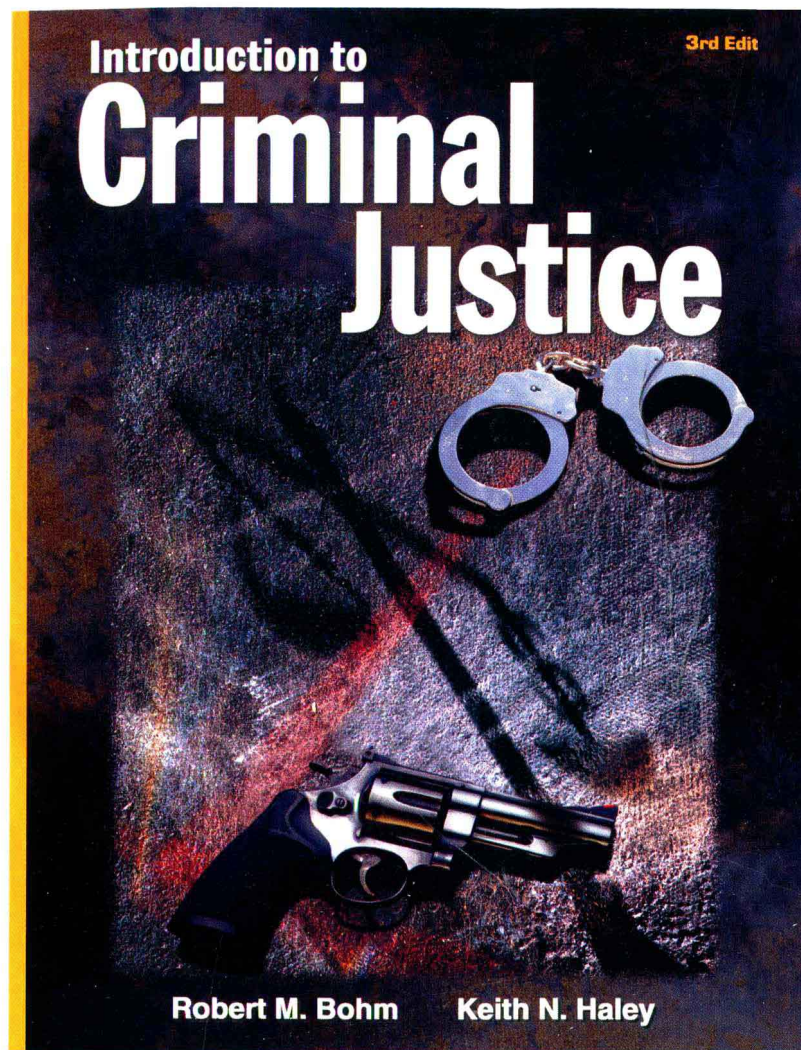
3rd Edition

# Criminal Justice



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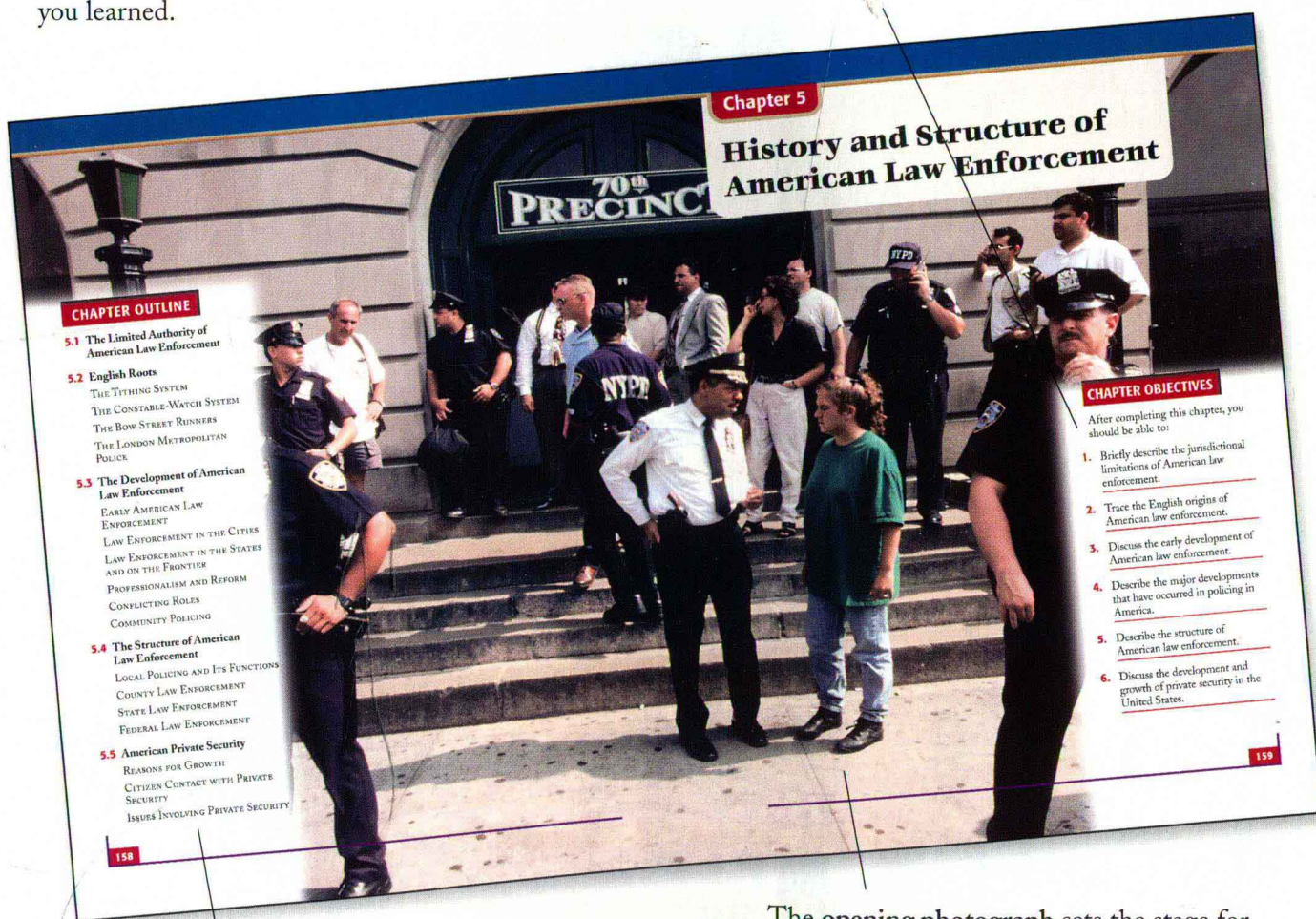
## Learning System

This book is designed to help students learn. It contains 14 chapters, divided into six parts. You will learn more if you use a learning system. *Introduction to Criminal Justice, Third Edition* uses the following integrated learning system:

1. **Concept Preview** — The chapter opener introduces the key concepts to be learned.
2. **Concept Development** — The chapter text explains concepts in structured, visual format.
3. **Concept Reinforcement** — In-text examples, graphics, and special features enhance and strengthen your learning.
4. **Concept Review and Application** — End-of-chapter exercises and activities encourage you to apply what you learned.

### 1. Concept Preview

Chapter objectives alert you to the major concepts to learn. Turn the objectives into questions, and, as you read the chapter, look for the answers to the questions.



A chapter outline introduces the topics that will be discussed. Scan the outline to familiarize yourself with the subject matter.

The opening photograph sets the stage for the chapter content and provides a visual connection to the chapter.



## 2. Concept Development

The heading structure shows the relationship among the topics in a section and breaks the material into easily digestible segments of information. Scan the headings to locate the information that will help you answer the questions you formed from the chapter objectives.

Key terms are defined when introduced and are printed in boldface to make them easy to find.

Key terms are also defined in the margin to make it easy for you to learn them.

## 3. Concept Reinforcement

Careers in Criminal Justice features alert you to the issues facing criminal justice professionals.

### 5.5 American Private Security

Private security is a huge enterprise that complements public law enforcement in the United States. The Department of Labor's Bureau of Labor Statistics projects the continued growth of private security employment well into the 21st century. There may be as many as 1.8 million people now working in private security. Conservative estimates suggest that according to the National Association of Security Companies, the nation spends 73 percent more each year on private security than it does on public policing.<sup>27</sup>

A common way to categorize private security employment is to classify the agencies and personnel as either contract or proprietary. Contract security agencies offer protective services for a fee to people, agencies, and companies that do not employ their own security personnel or that need extra security to work at a football game. Contract security employees are not peace officers. Proprietary security agencies and personnel provide protective services for the entity that employs them. They are also not classified as sworn security forces at its large manufacturing plants.

In 2000, the services provided by the private security agencies of this nation were expected to cost \$104 billion, substantially more than the \$40 billion projected for public law enforcement.<sup>28</sup>

#### Reasons for Growth

A number of factors have stimulated the phenomenal growth of private security since the 1970s.

**Declining Revenues for Public Policing** In virtually all major cities and in state governments in the United States, the competition for limited funds to operate public services is fierce. Public police agencies have experienced their share of across-the-board government belt-tightening, and that has caused limitations and even freezes on the hiring of additional police officers. As a result, police departments have curtailed services no longer deemed critical. Often, businesses have filled the service gap by employing private security personnel.

**The Private Nature of Crimes in the Workplace** A business depends on a positive reputation to remain competitive. Widespread employee theft, embezzlement scandals, and substance abuse harm an organization's public image and may cause potential customers to question the quality of a company's products and services. By employing private security personnel to prevent and repress crime in their facilities, businesses can either hide the crimes that occur or minimize the negative publicity.

**contract security**  
Protective services that a private security firm provides to people, agencies, and companies that do not employ their own security personnel or that need extra protection. Contract security employees are not peace officers.

**proprietary security**  
In-house protective services that a security staff, which is not classified as sworn peace officers, provide for the entity that employs them.

IRB  
PART 2 Law Enforcement

Special features reinforce and enhance your understanding of the topics presented.

### CAREERS IN CRIMINAL JUSTICE

#### Dori DeJong, Victim Advocate

My name is Dori DeJong and I am a victim advocate with the Denver District Attorney's Office in Denver, Colorado. I have a Bachelor's Degree in education from the University of Northern Colorado, a Master's Degree in social work and a Juris Doctor from the University of Denver. Prior to working at a trier attorney's office, I worked as a counselor at a children's psychiatric hospital, as a children's counselor at a battered women's shelter and as a legal scribe for a community agency that provided assistance to victims of domestic violence. I decided to become a victim advocate because it was a great way to combine my educational background in both social work and law.

A typical day as a victim advocate includes contacting the victims of crimes (domestic violence, stranger assault, sex assault, child abuse, etc.) and explaining the criminal justice system to them; providing details about their rights as a victim; giving notification of their rights as a victim; referring victims to various outside assistance; and obtaining their input as to the best possible outcome of the case in which they are involved. Additionally, I coordinate and participate in the meetings between the victim and the assistant district attorneys to assist in the preparation of the victims for trial, and to answer any questions they have about the process. I accompany the victims in the courthouse on the day of the trial to provide encouragement, support, and understanding of the process in order for them to get through

a very difficult experience. I also send update letters and victim impact statements to victims, notify other agencies and jurisdictions of active warrants, run criminal background checks on defendants, identify habitual offenders, and maintain statistics on domestic violence cases. I have regular contact and communication with police officers, detectives, district attorneys, investigators, and other victim advocates. I also communicate with staff from outside assistance agencies to help sustain continuous support for the victim.

The most positive aspect of the job is the ability to help people and feel that you are really making a difference in someone's life. It is so encouraging when you have a client call you months or even years after you assisted them, to thank you and tell you what a difference you've made in their lives and their children's lives. It is also rewarding to be a part of the prosecution team that holds criminals responsible and accountable for their behavior.

Being a victim advocate can sometimes be difficult and frustrating because you work with people that are in crisis, and often are not appreciative of your involvement in their lives. Sometimes their anger about the incident is misdirected at the victim advocate and the system, which is trying to provide justice.

The job of a victim advocate is interesting, challenging, often fast paced, and can be very rewarding. However, the job can also be overwhelming since it frequently involves dealing with offensive criminal defendants and their actions, and the sometimes inequitable system of justice. If you are considering a job as a victim advocate, I would encourage you to volunteer or do an internship in an agency that works with victims. This valuable experience will provide you with the knowledge to determine if this career suits you.

Do you have any characteristics and/or abilities that you think would make you particularly suited to be a victim advocate? If so, what?

### CRIMINAL JUSTICE Online Women and Policing

The National Center for Women & Policing is a nationwide resource that seeks to increase the numbers of women in policing. You can visit their Web site by clicking on the link at [q.glencoe.com](http://q.glencoe.com). What are some of the best ways to increase the number of women in policing?

#### When and Where People Fear

Fear of violent crime is greatest at night when a person is alone and away from home. Although only 9 percent of American feel unsafe and insecure at night in some areas within a mile of their homes.<sup>29</sup> Those figures have remained about the same for the past decade.<sup>30</sup>

#### Who Fears Crime

Fear of criminal victimization is neither evenly distributed across the population nor commensurate with the statistical probability of being the victim of crime. Surveys reveal some of the differences in the public's fear of crime, showing these differences are the following:

- Gender** Females are more fearful than males.
- Race/Ethnicity** Nonwhites, especially Hispanics and blacks, are more fearful than whites.
- Age** People 30 years old and older are slightly more fearful than people less than 30 years old.
- Religion** Jews are more fearful than other Protestants or Catholics; people living in urban areas are more fearful than people living in suburban or rural areas.
- Community** People living in urban areas are more fearful than people living in suburban or rural areas.
- Region** Among those people most concerned, Easterners and Southerners (in that order) are more fearful than Westerners and Midwesterners. (Overall concerns about crime does not differ greatly by region of the country.)
- Education** A person's concern about being a crime victim is slightly lower the higher the level of education. Those people most concerned are likely to be high school graduates or less.
- Income** Fear of crime victimization declines with increasing family income. (People whose family income is \$50,000 or more are less fearful of crime than people whose family income is less than \$50,000.)

It is important to know that the preceding descriptions of the kinds of people who are most fearful of crime in general do not address the specific types of crimes that people fear. Also, the descriptions are generalizations; there are exceptions or qualifications. In a study of fear of crime, for example, four exceptions to the generalizations of the preceding general descriptions were revealed:<sup>31</sup>

- First, although females are generally more fearful of crime than are males, their greater fear applies only to sexual assault and other personal victimizations. Females are no more fearful than males of having their homes burglarized. Second, although people 30 years old and older are slightly more fearful in general than people less than 30 years old, younger people are more fearful than older people of sexual assault and burglary. For nonsexual violent offenses, there are no age differences. Third, Hispanics and blacks are more fearful than whites only of sexual assault of themselves or someone in their household and of being mugged. Fourth, only fear of being beaten, killed, or shot and fear of getting mugged increase with the level of urbanization of the community in which people live.

#### FYI

A survey of a recent survey, the Department of Justice found that 10 percent of all cities surveyed who said that they were fearful of crime in their neighborhoods reported that 20 percent of all people Chicago, 14 percent Atlanta, 10 percent Los Angeles, 10 percent New York, 10 percent San Francisco, 10 percent Washington, D.C. 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## 4. Concept Review and Application

**Summary by Chapter** —  
Objectives sums up the chapter's major themes. The summary is organized by chapter objectives and provides you with general answers to the questions you posed when you began the chapter.

**Questions for Review** re-examine key points presented in the chapter. These questions test your knowledge of the chapter concepts and can help you review for exams.

**Key Terms** consolidates the criminal justice vocabulary presented in the chapter. If you can't remember what a term means, the page reference alerts you to the location of its definition in the chapter.

**Critical Thinking Exercises** encourage you to apply the concepts you have learned. Each scenario provides you the opportunity to analyze a situation, using the knowledge you have gained from the chapter, and to then propose a solution, evaluate a proposal, or make a decision.

**Experiential Activities** offer opportunity for you to broaden your understanding of the material presented, prepare yourself to participate in classroom discussions, and enhance your performance on exams. An Internet project encourages you to take advantage of this important technology.

[illegible]

## Chapter 4

# Review and Applications

### QUESTIONS FOR REVIEW

- How does one know whether a particular offense is a crime or a tort?
- How did the introduction of the gun contribute to the development of American criminal law?
- What is the importance of the *Magna Carta* for American criminal law?
- To what jurisdiction does federal and state criminal laws (local ordinances) apply?
- What is a crime?
- Why did it take nearly 100 years after the establishment of the Fourteenth Amendment before individuals charged with crimes of the state level were afforded most of the same due process protections as people charged with crimes at the federal level?
- What are sources of law?
- What is an arrest?
- What two conclusions must be supported by substantial and trustworthy evidence before arrest warrants or an arrest warrant is issued? (The two conclusions are different for each type of warrant.)
- In *Chimel v. California* (1969), what limitations did the U.S. Supreme Court place on warrantless incidents to an arrest?
- What is *probable cause*?
- Tolerate what is the principal purpose of the exclusionary rule?
- To what criminal stages in the administration of justice has the Supreme Court's right to counsel been extended, and to what criminal stages has it not been extended?
- What two conditions must be met to show that a confession is not voluntary?
- What are some of the factors that contribute to wrongful convictions?
- Discuss criminal justice conviction and punishment because of procedural irregularities, such as the exclusionary rule or the *Miranda* rights.

#### Research Tip

Write to the U.S. Supreme Court. Browse <http://www.supremecourt.gov> for information on how to write to the

### EXPERIENTIAL ACTIVITIES

#### INTERNET

- Make a Law** By now you are a part of a group, create a law. Choose a subject that is currently not against the law in your community, and write features of "good" criminal law that will fit into a group context, or be included. If any member for which there is not a consensus. Critique the outcome.
- Law Discovery Hunt** Make an oral or written evaluation of the good facts and bad-law-discovery Supreme Court cases to the exclusionary rule. Use the exclusionary rule? Defend your answer.
- Legal Perspectives** The *Time* article of World Legal History found through legal research provides legal descriptions of important historical legal systems. (The Web also provides links to the websites of legal information.) Check with the *Magna Carta*, and write a summary of the system you find.
- Supreme Court Decision** Access the Supreme Court Web site through [www.supremecourt.gov](http://www.supremecourt.gov) and select subjects of interest (especially: *Plessy*, *Fifth*, *Ninth*, and *Fourteenth* cases), and read the Supreme Court's most recent decisions.

### CRITICAL THINKING EXERCISES

#### Megan's Law

- The sexual assault and murder of 7-year-old Megan Kanka in New Jersey on October 31, 1994, created a national news. Megan was assaulted and killed by a neighbor, Jesse Timpaneau, who had never been convicted of similar acts and was on parole for a previous conviction. In response to the crime and public uproar, the state of New Jersey enacted the "Megan's Law." The law requires sex offenders, upon their release from prison, to register with New Jersey law enforcement authorities, who are to notify the public about their release. The public is to be provided with the offender's name, address, photograph, physical description, and a list of the offenses for which he or she was convicted. The mobile license plate number. The statute Court recently upheld *Megan's Law*. The statute requires 15 states and the federal government have *Megan's Law* that require sex offenders released from prison to register with local law enforcement authorities. Many of those laws, like New Jersey's, do not limit enforcement officials to information about sex offenders and day-care centers. In some cases, sex offenders' neighborhood registration on 64,000 or more calls living in California who had committed a broad range of sex crimes since 1994.

In 1998, President Clinton signed the new *Post Licensure Social Officer* Act, which called for a national registry of sex offenders, to be completed by the end of 1998. The national registry allows law officials to obtain information about sex offenders and day-care centers, and to determine whether the applicant is a registered sex offender in any of the participating states.

- Is *Megan's Law* a good law? Consider the ethical characteristics of the criminal justice system.
- Is *Megan's Law* as an sex offenders who have served their prison sentences (that is, "paid their debt to society")?
- What rights does a sex offender have after being released from prison?
- What rights does a community have to protect itself from sex offenders who have been released from prison?
- When the rights of an individual and the rights of a community conflict, whose rights should take precedence? Why?

#### Surveillance Cameras

- In January 1998, police in Cincinnati, Ohio, began using a special video camera to monitor activity in a "crime-alley" area. The camera, which cost \$11,000, and it can read a license plate number from more than a block away. It records 24 hours a day. Residents of the area claim that the camera has been used to target specific residents, among other things, noting every drug dealing. Critics worry about government spying on residents. The city council is considering putting cameras in other parts of the city.
- Should the city council have surveillance cameras installed in other parts of the city? Why or why not?
- What legal or procedural issues should be considered before making a decision?

The Rule of Law CHAPTER 4

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# Additional Study and Tutorial Resources

## **Tutorial With Simulation Applications CD-ROM**

This *Tutorial With Simulation Applications CD-ROM* is a comprehensive interactive study tool designed to assist you in learning and applying concepts. It contains a visual tutorial of major concepts with reinforcement exercises, followed by simulation applications:

### ■ **Interactive Content Tutorial**

This visually oriented tutorial covers all concepts in the textbook. Chapter content is divided into sections followed by reinforcement and interactive assessment.

### ■ **Application Simulations**

Chapter concepts and issues are explored and applied through application simulations (two simulations per Chapter), which pose real-world situations to which you are asked to respond. You receive immediate feedback regarding the appropriateness of your choices.

### ■ **Knowledge Checkpoint**

Test your grasp of concepts through a variety of interactive reinforcement tools:

- Self-check exercises
- Practice tests
- Career planning
- Interactive exercises
- Study tips

## **Criminal Justice Web Site**

### • **[cj.glencoe.com](http://cj.glencoe.com)**

This site provides information on current trends, links to relevant sites, bulletin board, plus multiple reinforcement, assessment, and research tools.

- The site also links to Glencoe's Criminal Justice Web page for a complete list of texts, resources, and updates on current developments in criminal justice.

## **State Supplements**

- California
- Florida
- Texas



# Student Success in Criminal Justice

You have purchased *Introduction to Criminal Justice, Third Edition*, Glencoe/McGraw-Hill's new criminal justice textbook. You have taken a major step toward your career. However, it is not enough to own this book, you must read it, study it and take advantage of the many learning aids that are provided. If you follow the strategies outlined, you will be successful in this course. Also you will gain a broad and comprehensive understanding of criminal justice and the criminal justice system. That knowledge will serve you well as a strong foundation for other more specialized courses in criminal justice and the social sciences.

## How This Volume is Organized

This book is divided into 14 chapters that are organized in six parts and is organized to provide a logical approach to understanding the operation of criminal justice in the United States. The first chapter presents a brief overview of the entire criminal justice response to crime; that is, the stages of the process from the commission of a crime through the law enforcement response and the administration of justice (courts and prosecutions) to corrections. We recommend that you familiarize yourself with the basic elements of this process as soon as possible. This knowledge will help you understand how the different parts of the process fit together. This chapter also provides a detailed description of the costs of criminal justice in the United States — a subject that concerns nearly everyone — and introduces the principal theme of the book: myths about crime and criminal justice.

Chapter 2, 3, and 4 furnish the context for understanding criminal justice in the United States. A critical understanding of criminal justice requires a critical understanding of the context in which it operates. The second chapter examines the nature of crime and its consequences, focusing on definitions, measurements, costs, fear, and victims. Chapter 3 surveys theories or explanations of crime and delinquency, their policy implications, and their problems. We believe that criminal justice policies should be based on well-supported and compelling theories of crime. All too often they are not. Finally, Chapter 4 addresses criminal law and its application. The purpose of criminal justice is to enforce criminal law. Much of Chapter 4 is devoted to procedural law, which deals with the rights afforded people accused of crimes.

The next eight chapters examine in detail what was briefly described in Chapter 1: the components and the

operation of criminal justice in the United States. Chapters 5, 6, and 7 cover law enforcement; Chapter 8 and 9, the administration of justice (courts and prosecution); and Chapter 10, 11, and 12, corrections. Chapter 13 is devoted to juvenile justice, and Chapter 14 explores the future of criminal justice.

## Why Study Criminal Justice?

No one has to tell you how important criminal justice is in the United States today. Most people are in agreement that crime is one of the most pressing issues in the United States. The ways individuals and society respond to crime are commonplace in our daily lives. We cannot escape them. We fear crime. We distrust strangers. We avoid going to certain places, especially at night. We carry mace and whistles. We lock our car doors, as well as the doors and windows of our homes. We install burglar alarms. We buy theft insurance. We own guns for protection. We keep ferocious dogs. We hire people to protect us. We participate in neighborhood watches. We travel in groups.

We also find crime and reactions to it fascinating. We read about them in newspapers, magazines, and books and on the Internet. We are enthralled by portrayals of them on television and in the movies. Unfortunately, crime victimizes too many of us, including the perpetrators themselves, whose young lives, like those of their victims, are likely to be forever diminished because of their crimes.

Criminal justice is a response to crime, but unlike the personal responses listed above, juvenile justice is a formal response by agents of local, state, and federal governments.

Many of you are probably interested in joining the numerous individuals with careers in criminal justice. An important purpose of this book is to enable you to make an informed decision about pursuing a career in criminal justice. For example it is important to know that juvenile justice officials in the United States have tried to significantly reduce juvenile crime. By nearly all available measures, they have not succeeded. There are many reasons for this failure and plenty of blame to go around. We believe that a major reason for the sad state of modern juvenile justice is that many juvenile justice personnel, particularly law enforcement and correctional offices, lack postsecondary education. We are convinced that a good postsecondary education in criminal justice, and in



the liberal arts generally, can significantly improve the performance of most criminal justice officials.

The need for postsecondary criminal justice education becomes more evident everyday as the law changes. What was a crime years ago, may no longer be a crime today. New forms of crime emerge to befuddle the best efforts of those who deal with crime. Police officers, for example, have to contend with sophisticated computer crimes and criminals' advanced communication techniques. We are certain that juvenile justice personnel who have juvenile justice degrees and have used this book as directed, and then go to work in the field, will be better at their jobs for using it.

*Introduction to Criminal Justice, Third Edition* is not just for students interested in careers in criminal justice. It is also for students who want to learn more about this important social institution. Knowledge of criminal justice is vital to a free and democratic people. All individuals need to know their legal rights and responsibilities. The better informed individuals are, the better able they are to protect themselves. A major theme of this book is that much of what the public "knows" about criminal justice in the United States is myth – that is, simply wrong or significantly misunderstood. *Introduction to Criminal Justice, Third Edition* presents current and accurate information about juvenile justice in the United States and standard and generally accepted interpretations of historical and modern developments. With an education in juvenile justice, you will feel more comfortable and better equipped to participate in juvenile justice policy formulation. You will also be more effective in solving problems in your community. More generally, a good criminal justice education will help you develop the critical thinking skills you need to be a constructive participant in a democratic nation and to have greater control over your own destiny.

## How to Study Criminal Justice

As stated, here is a detailed and, we believe, foolproof strategy for succeeding in your criminal justice course. (The strategy can also be applied successfully in other courses.) Before beginning, however, it is important to emphasize three qualities that are important in the learning process and that we cannot teach you: *desire, commitment, and perseverance*.

Criminal justice, like any other course, builds in stages. Information presented in later chapters often assumes knowledge of information introduced in earlier chapters. You cannot afford to fall behind and then expect to catch up in one massive cramming session.

To get off to a good start, prepare yourself before the course begins by setting learning goals, organizing your time, studying your syllabus, and examining your own learning style.

## Set Learning Goals for Yourself

The purpose of setting goals is to understand exactly what you plan to accomplish. Ask yourself what you want out of this course. Is it a specific grade? Perhaps you need an A or a B to keep up your grade average. Perhaps you need a certain body of knowledge from this course to get into a higher level course. Perhaps you need a specific set of skills. You may be taking this course to meet a requirement for your job, to attain a personal career goal, or simply to satisfy your curiosity about the subject. Be forewarned, however, if you set your goals too low, you are likely to achieve only those low goals. For example, if you are not interested in the course but are taking it only because it is required of all majors, you should not be disappointed if you earn less than an A or a B.

## Organize Your Time

Now that you have set your goals, you need to organize your time to accomplish them. Time management allows you to meet your goals and still have time for activities. It helps you work smarter, not just harder. As a rule of thumb, for every class hour, allow two study hours. If an exam is coming up, allow more study time. Plan to study when you are most alert. You will retain information longer if you study on a regular basis, rather than during one or two cramming sessions. Either before or after a study session, have some fun! Timely breaks from studying enhance the learning process.

## Study Your Syllabus

Usually the course syllabus is available on the first day of class, but sometimes it is available sooner. If you can get a copy early, you will be that much ahead. The syllabus is your map for navigating the course. It should define the goals or objectives of the course, specify the textbook and supporting materials to be used, and explain course requirements, including the method or formula for determining final grades. The syllabus will also include a course schedule indicating when particular topics will be covered, what material needs to be read for each class, and when tests will be given. Other useful information on a course syllabus may include the instructor's name, office location, phone number, and office hours, and perhaps, the types of extra credit or special



projects you may complete. Keep the syllabus in your notebook or organizer at all times. Review it at the beginning of each class and study session so you will know what course material will be covered and what you will be expected to know. Write down important due dates and test dates on your calendar.

## **Eight-Step Study Plan to Maximize Your Learning**

This plan is based on research that shows that people learn — and remember — best when they have repeated exposure to the same material. This technique not only helps you learn better but can also reduce anxiety by allowing you to become familiar with material step by step. You will go over material at least six times before you take an exam.

### **Step 1: Use a Reading Strategy**

In most cases, you will be asked to read material before each class. The SQ3R (Survey, Question, Read, Recite, and Review) method can help you get the most out of the material in every chapter of your book. Reading the material before class will acquaint you with the subject matter, arouse your interest in the subject, and help you know what questions to ask in class.

**Survey** By surveying an assignment, you are preparing yourself for a more thorough reading of the material.

*Read the Chapter Title, the Chapter Objectives, and the Chapter Outline* What topics does the chapter cover? What are the learning objectives? Do you already know something about the subject?

*Read the Summary by Chapter Objectives* This will give you an overview of what is covered in the chapter.

*Look for Key Terms* Key terms are the names for or words associated with the important concepts covered in the chapter. Key terms are printed in boldface type in the text. Definitions of the key terms appear in the margins near the text in which they are introduced.

**Question** Turn the chapter objectives into questions. For example, if the objective is, “Identify the deciding factors in waiving a juvenile to court,” turn it into a question by asking yourself, “What are the deciding factors in waiving a juvenile to court?” Look for the answers to your questions as you read the chapter. By beginning the study of a chapter with questions, you will be more motivated to read the chapter to find the answers. To make sure your answers are correct, consult the summary at the end of the chapter.

You can also write a question mark in pencil in the margin next to any material you don’t understand as

you read the chapter. Your goal is to answer all your questions and erase the question marks before you take an exam.

**Read** Before you begin a thorough reading of the material, make sure that you are rested and alert and that your reading area is well-lighted and ventilated. This will not only make your reading time more efficient but help you understand what you read.

*Skim the Material* Generally, you will need to read material more than once before you really understand it. Start by skimming or reading straight through the material. Do not expect to understand everything at once. You are getting the big picture and becoming familiar with the material.

*Read, Highlight, Outline* The second time, read more slowly. Take time to study explanations and examples. Highlight key terms, important concepts, numbered lists or other items that will help you understand the material. Most students use colored highlighting markers for this step. Put question marks in pencil in the margin beside any points or concepts you don’t understand.

Outline the chapter in your notebook. By writing the concepts and definitions into your notebook, you are using your tactile sense to reinforce your learning and to remember better what you read. Be sure you state concepts and definitions accurately. You can use brief phrases to take more extensive notes for your outline, depending on the material.

*Apply What You Read* In criminal justice, as in other course, you must be able to apply what you read to real-life situations. The experiential activities and critical thinking exercises at the end of each chapter allow you to do this. Complete those activities and exercises when you have finished studying the chapter.

**Recite** In this step, you do a self-check of what you have learned in reading the chapter. Go back to the questions you formed from the chapter objectives and see if you can answer them. Also, see if you can answer the Questions for Review at the end of each chapter. Try explaining the material to a friend so that he or she understands it. These exercises will reveal your strengths and weaknesses.

**Review** Now go back and review the entire chapter. Erase any question marks that you have answered. If you still don’t understand something, put a Post-it by it or mark it in your text. These items are the questions you can ask in class.



## Study Plan

- 1) Use a Reading Strategy
- 2) Combine Learning Styles in Class
- 3) Review Class Notes
- 4) Reread the Text
- 5) Get Help if Necessary
- 6) Study Creatively for Test
- 7) Develop Test-Taking Strategies
- 8) Review Your Results

### Step 2: Combine Learning Styles in Class

Think of the time you spend in class as your opportunity to learn by listening and participating. You are combining visual, aural, and tactile learning styles in one experience.

**Attendance: More Than Just Showing Up** Your attitude is a critical element. Attend class *ready to learn*. That means being prepared by having read and reread the assignment, having your questions ready, and having your note-taking materials organized.

Because criminal justice, like other courses, builds in stages, it is important for you to attend every class. You cannot ask questions if you are not there. You may miss handouts, explanations, or key points that often are included on a test.

One final note. If you cannot attend a class, call the instructor or a classmate to find out what you have missed. You do not want to show up the next day and find out the instructor is giving a test!

**Attention: Active Listening and Learning** During most classes, you spend more time listening than you do reading, writing, or speaking. Learning by listening, however, calls for you to become an *active listener* and to participate in the class. This means you come to class prepared, you focus on the subject, you concentrate on what the instructor or other students are saying, and you ask questions. Block out distractions such as street noises or people walking by the classroom.

**Participation** In reading the material before class, you will have made a list of questions. If those questions are not answered in class, then ask your instructor to answer

them. If the instructor makes a point you do not understand, jot it down and ask him or her to explain it as soon as you can.

**Note Taking** Why take notes? We forget nearly 60 percent of what we hear within one hour after we hear it. Memory is highly unreliable. This is why taking notes during class is so important.

Note taking involves both listening and writing at the same time. You must learn not to concentrate too much on one and forget the other. Follow these tips for taking good notes:

**Listen for and Record Main Ideas** You do not need to write down everything your instructor or other students say. By reading your assignment before class, you will know what the main topics are. Listen for those topics when your instructor goes over the material in class, then take notes on what he or she says about them. If the instructor emphasizes the importance of a topic for a test, be sure to make a note of this information as well (for example, "This section really important for exam"). If you think you have missed a point, either ask your instructor to repeat or rephrase it right away, or mark the point with a question mark and ask your instructor about it later.

**Use Outline Style and Abbreviations** Set up your notes in outline style, and use phrases instead of complete sentences. Use abbreviations of symbols whenever possible (& for and, w for with, and so on). This technique will help you write faster to keep up with the instructor.

### Step 3: Review Class Notes

Listening and taking notes are critical steps in learning, but reviewing your notes is equally important. Remember — Repetition reinforces learning. The more times you go over material, the better you learn it.

**Fill in the Blanks** As soon as possible after a class, review your notes to fill in any missing information. Make sure you do it the same day. Sometimes you may be able to recall the missing information. If you can't, check your textbook or ask to see another student's notes to obtain what you need. Spell out important abbreviations that you may not recognize later.

**Highlight Important Information** Marking different types of information helps organize your notes. You want to find what you need when you need it. Try these suggestions for highlighting your notes:

1. Use different colored highlighting pens to mark key terms, important Supreme Court decisions, and other



kinds of information. Then, you will know that green, for example, always indicates key terms; blue indicates Supreme Court decisions; and so on. This method will help you find specific information quickly and easily.

2. Write a heading such as “The Police Response to Juveniles” at the beginning of each key topic. These headings can either correspond to those in the chapter, or you may make up your own headings to help you remember key information.

## Step 4: Reread the Text

After reviewing your notes, you are ready to reread the chapter to fix the concepts in your mind.

### Read for Details

- Go over the key points and main ideas carefully. Make sure you understand them thoroughly and can explain them to someone in your own words.
- Review the Chapter Objectives (that you have turned into questions) and the Questions for Review. Make sure you can answer all the questions and that you understand your answers.

### Mark Your Text

- Highlight any important terms or concepts you may have missed in your previous reading
- Highlight any Myth/Fact boxes, FYIs, or figures you feel are important to remember.
- Erase any question marks in the margin that represent questions you have answered.
- Use Post-It notes to mark anything of which you are still unsure. Ask questions about those points in the next class, talk them over with other students, or make an appointment to meet with your instructor to discuss your questions.

## Step 5: Get Help if Necessary

What if you have read the material, taken notes, and asked questions, and you still do not understand the material? You can get further help. As soon as it becomes apparent that you need some help, ask for it. If you wait until the semester is nearly over, it may be too late. Here are several sources of help.

**Your Instructors** Most instructors are willing to spend extra time with students who need help. Find out what your instructor’s office hours are and schedule an appointment to go over the material in more detail. You may need several sessions. Remember to take notes during those sessions.

**Study Groups** Join a study group in your class, or start your own. What one person does not learn, another does. Study groups take advantage of each member’s expertise. You can often learn best by listening and talking to others in such groups. Chances are that, together, you will be able to master the material better than any one of you could alone. This is an example of power in numbers.

**Learning Labs** Many schools have learning labs that offer individual instruction or tutoring for students who are having trouble with course material. Ask your instructor or classmates for information about the learning labs in your college or university.

**Private Tutors** You might consider getting help from a private tutor if you can afford the fee. Although this route will cost you more, it may take only a few sessions to help you understand the material and keep up with the class. Check with your instructor about the availability of private tutors.

## Step 6: Study Creatively for Tests

If you have read your assignments, attended class, taken notes and reviewed them, answered the Questions for Review, and completed the Experiential Activities and Critical Thinking Exercises, then you have been studying for tests all along. This kind of preparation means less stress when test time comes around.

**Review: Bring It All Together** You should enter all exam dates on your calendar so that you know well in advance when to prepare for a test. If you plan extra time for study during the week, you will not have to cram the night before the test.

During that week, bring together all your textbook notes, all your handouts, and other study materials. Reread them, paying particular attention to anything you marked that the instructor emphasized or that you had trouble understanding.

In addition to studying the Summary by Chapter Objectives, Key Terms, and Questions for Review at the end of each chapter, it is a good idea to make a summary sheet of your own that lists all the major points and other information that will be covered on the test. If you have quizzes or tests you have already taken, review them as well. Focus on the material you either missed or did not do well on before.

Do not hesitate to ask the instructor for information about the test, in particular:



- The types of test items he or she will use (multiple-choice, true-false, matching, fill-in-the-blanks, short answer, essay)
- What material, if any, will be emphasized, and what material, if any, will not be included
- How much time you will have to take the test

## Step 7: Test-taking Strategies

No matter how well you prepare for a test, you will feel some anxiety just before and even during the exam. This is natural — *everybody* feels this way. The guidelines in this section will help you manage your anxiety so that you can do your best.

**Before the Test: Get Ready** Use this checklist to help you prepare the night before or a few hours before an exam.

- Gather supplies: unless instructed otherwise, at least 2 sharpened pencils with good erasers, a watch for timing yourself, and other items if you need them (such as a blue book for essay exams).
- If the test is in your first class, get up at least an hour before the exam to make sure you will be fully awake.
- Eat well before the test, but avoid having a heavy meal, which can make you sleepy.
- Arrive early to review your notes and study materials. Remember: Luck favors the prepared!

**During the Test: Go for It!** Memorize these strategies to help you during the exam.

- Follow the directions. Listen carefully to the instructor's directions and read the printed directions carefully. Ask questions if the directions are unclear.
- Preview the test. Take a few minutes to look over the entire test. This will give you an idea of how much time to allot to each of the components.
- Do the easier sections first. If you get stumped on a question, skip it for now. You can come back to it later. Finish with the harder sections.
- Go back over the test. If you finish ahead of time, double-check your work and look for careless errors. Make sure your writing is legible if you are taking an essay exam or an exam that requires short answers. Make sure that your name and other information the instructor requires are on the test papers.

## Step 8: Reviewing Your Results

Never throw away any of your quizzes or tests. Tests give you direct feedback on your progress in the course. Whether the test is a weekly quiz or a mid-term, do not just look at the grade and put the paper in your file or notebook. Use the results of each quiz or test to help you achieve your goals.

**Learn From Your Successes** First review the test for those questions you answered correctly. Ask yourself the following questions:

- What are my strongest areas? You will know which topics to spend less time studying for the next exam.
- What types of items did I find easiest to answer (multiple-choice, true-false, etc.)? You might want to start with these types of items on the next exam, giving you more time to work on the harder items.

**Learn From Your Mistakes** Look over your errors, and ask yourself these questions:

- What types of items did I miss? Is there a pattern (for instance, true-false items, Supreme Court decisions)?
- Did I misunderstand any items? Was it clear to me what each item was asking for?
- Were my mistakes the result of carelessness? Did I read the items incorrectly or miss details? Did I lose track of time? Was I so engrossed in a test section that I forgot to allow myself enough time to get through the entire test at least once?

Look back through the textbook, your notes, class handouts, and other study materials to help you understand how and why you made the mistakes you did. Ask your instructor or classmates to go over your test with you until you know exactly why you missed the items. Evaluating your errors can show you where you need help and what to watch out for in the next test.

**Refine Your Action Plan: The Learning Spiral** You can think of the eight-step action plan as an upward spiral. Each time you travel a full cycle of the plan, you accumulate more knowledge and experience. You go one turn higher on the spiral.

Use your test feedback and classroom work to help you refine your plan. Perhaps you need to spend more time reading the textbook or reviewing key terms. Perhaps you did not allow enough time for study during the week. You might need extra help from your instructor, your classmates, or tutors. Make adjustments in your plan as you tackle the next part of the course.



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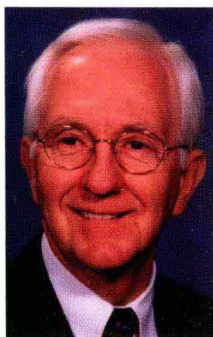


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**Keith N. Haley** is the Dean of the School of Criminal Justice at Tiffin University in Tiffin, Ohio. He has also served in the following positions: Coordinator of the Criminal Justice Program at Collin County Community College in Texas; Executive Director of the Ohio Peace Office Training Council, the

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# Dedication

To Linda Taconis, with love.

Robert M. Bohm

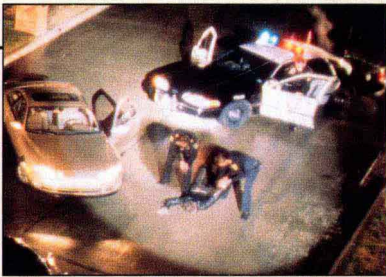
To my wife, Shelby, and daughter, Jill, with love.

Keith N. Haley



## PART 1

# The Foundations of Criminal Justice



### CHAPTER 1

## Crime and Justice in the United States



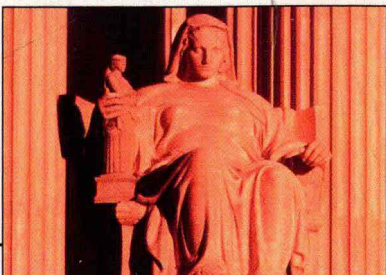
### CHAPTER 2

## Crime and Its Consequences



### CHAPTER 3

## Explaining Crime



### CHAPTER 4

## The Rule of Law