

Instructor's Manual and Test Bank

for

Sue Titus Reid's Crime and Criminology

Third Edition



prepared by
Joseph W. Rogers

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for ***Sue Titus Reid's***
***Crime
and
Criminology***

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Joseph W. Rogers

New Mexico State University

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INTRODUCTION

This manual is designed to accompany the third edition of Crime and Criminology by Sue Titus Reid. Its functions are twofold: to facilitate usage of the text itself and to remove much of the common drudgery associated with coursework administration. In the process, it is our hope that teachers will thereby be released to devote their time, energy, and resources to matters of particular interest and creative endeavor. The payoff stands to be considerable in terms of mutual enjoyment and learning in the classroom for both student and professor.

Each chapter of this booklet corresponds to a chapter in the Reid textbook and each unit contains these components:

Overview and Objectives

Key Terms, Concepts, and Phrases

Lecture/Discussion Topics

Class Activities/Applications

Test Bank (Total of 30 items)

Essay Questions (5)

True/False (10)

Multiple Choice(15)

Each of these deserves at least a brief comment.

Overview and Objectives. The overview is intended simply to recall principal features of a particular chapter; it is not meant to be still another summary, something already well presented in the text itself. The six learning objectives may appear to some readers to be rather narrowly phrased, but this is deliberate. We wanted most of them to be stated in "measurable" terms, rather than in more ambiguous language. Thus, words such as "cite, name, and identify" are employed instead of "discuss, consider, and understand". Nevertheless, it should be clear that these, too, are a part of our overall educational mission. Obviously, these objectives as worded here can be translated easily into alternative phrasing, and utilized for essay, discussion, or short-answer test items.

Key Terms, Concepts, and Phrases. This section extracts material of particular importance, so that with a brief glance the instructor can spot areas of preferred or required emphasis. These terms are listed in the general sequence in which they are presented in the chapter, and the page numbers shown next to each entry will enable ready location of the terms within the author's context. Not only should this section aid in the preparation of class presentations, but we suggest its consideration as basis for a take-home student "study-aid"; and/or basis for constructing another testing alternative - the familiar "matching" type examination.

Lecture/Discussion Topics. These are offered as aids to teachers interested in developing alternatives to previously prepared material. In certain cases, topics suggested that supplement or extend ideas expressed in the text; in some instances, leads are given to sources in disagreement, perhaps, with the text position, so that thinking may be enhanced. We have tried to avoid provincialism, by providing a wide range of authors, articles,

journals, books, publishers and pamphlets. Of necessity, however, given handicaps of time space, and access, the number of sources has been limited, and to this extent the material is suggestive; certainly not exhaustive. This section should also be perceived as a topic and bibliography aid for student term papers.

Class Activities/Applications. Although there may be occasional overlap with the section above, the projects suggested here represent viable options to conventional classroom activity. Some move the student out of the classroom itself into the field, or perhaps, to a portion of the library previously unexplored; some involve the class member in work sessions, games, panels, or exercises; some ask for a collective effort, others for individual enterprise. But in most cases, the task should involve a combination of novelty, interest, and learning. In any given semester, or academic term, probably only a small selection of these could, or even should be utilized. Certainly it would be wise to preplan those to be used, as many will call for some advance preparation or notice.

Test Bank. Recognizing the great variation and range of testing preferences among our colleagues, we have tried to provide some plausible alternatives from which to choose; and if not to choose, then modify. Anyone who has ever designed such questions recognizes and understands how difficult it is to create clear meaningful items with consistency. Nevertheless, a concerted effort has been made to construct a solid set of entries.

Just a few "cautions" are necessary:

1. The objective items are presented here in the sequence they appeared in text. As this may provide "clues" to correct answers, consideration should be given to rearrangement when tests are typed.

2. It is assumed that few teachers give exhaustive tests on every chapter; rather that it is more common to administer just two or three examinations per semester. If we are correct, there are sufficient items to create several different versions of each without repetition, assuming supplementary questions are added to cover non-text material.

3. Testing time can be a problem. One format we have found useful is to allow about 45 minutes for the following 100-point objective test:

"General Instructions: Read each question carefully but work rapidly. It is suggested that if you do not know an answer after brief thought that you proceed to the next question and return to the skipped items later. All answers are to be placed on the accompanying answer sheets.

"On this examination, which is to be completed within forty-five minutes, there are 70 questions: 40 true/false (1 point each) and 30 multiple choice (2 points each). The first half of each section is derived primarily from classroom lecture and discussion; the second half of each section primarily from the Reid text.

"Be certain to follow the key instructions on the answer sheets since they will be machine graded.

"Please pace yourself. Since there is no additional penalty for "guessing," attempt to answer all questions. Relax and do a good job."

4. One essential disclaimer -- Although a genuine effort has been made to insure the correctness of items and answers, some errors most certainly will occur. Our work has taken us through three different stages of the text revision; moreover, the test items will have gone through at least a half-dozen hands from original construction to the reader. This means that each instructor must take the final responsibility to further insure the appropriateness, balance, and accuracy of that examination he or she constructs.

The Essay Questions generally probe a range of information -- principles, concepts, research, authors, perspectives, and so forth. In many instances they are phrased in a manner (or can be modified) to encourage integration of material. Some teachers may further encourage expression of personal viewpoints or conclusions.

Consider mixing an essay question or two with objective items. Our own preference has been to give objective tests, and to finish up with an all-essay final exam.

The True/False and Multiple Choice items are familiar to everyone, and surely there is no need to dwell on their strengths and weaknesses. As developed here, they examine both recognition and comprehension of assorted details -- definitions, dates, statistics, names, places, generalizations, theoretical positions, research findings, and so forth. Since the margin of differences or preferences between some responses may be quite small, respondents must be instructed to select the "best" answer among the options shown. Incidentally, some of the objective questions may appear to be ridiculously easy, which at times is deliberate, for they are included to underscore particular points. On the other hand, certain of them may appear both long and difficult; but this too has been intentional as a "challenge" to better students. We believe these types of items can be used as teaching instruments as well as testing devices, and are conducive to post-test discussion. A combination of "level-difficulty" is recommended. Page references are provided to show the approximate location of the "source" of each question. Observe that these are drawn from different portions of the chapter. Although there is, naturally, some overlap, this feature enables "mixing and matching" to suit instructor preferences.

GENERAL REFERENCES AND RESOURCES

PROFESSIONAL JOURNALS

Two major guides to professional journals have appeared in recent years, and are strongly endorsed as additions to both your personal and departmental resources.

Newton, Anne, Kathleen Yaskiw Perl, and Eugene Doleschal (editors). Information Sources in Criminal Justice: An Annotated Guide to Directories, Journals, Newsletters (1976). This 165-page guide includes annotated entries for 57 major directories, 185 domestic and international journals, and over 254 specialized newsletters. It is available at a single copy price of \$15.00 (10% discount for orders of 10 or more) through:

The National Council on Crime and Delinquency
411 Hackensack Ave.
Hackensack, NJ 07601

Rhodes, Lawrence J. (editor), The Author's Guide to Selected Journals (1974). This valuable 114-page guide contains 228 journal entries with addresses, information about journal objectives, circulation, costs, referees, article acceptance rates, and other matters of editorial policy. It may be obtained for the nominal sum of \$3.00 from:

The American Sociological Association
1722 N. Street, N.W.
Washington, DC 20036

In addition to the above, the following four volumes should prove to be of value:

Ardell, Donald (editor), Author's Guide to Journals in the Health Field (1977).

Markle, Allen, and Roger C. Rinn (editors), Author's Guide to Journals in Psychology, Psychology, Psychiatry, and Social Work (1976).

Mersky, Roy, Robert Berring, and James McCue (editors), Author's Guide to Journals in Law, Criminal Justice, and Criminology (1977).

Sussman, Marvin B. (editor), Author's Guide to Journals in Sociology and Related Fields (1977).

According to the publisher's brochure, each guide presents in an organized fashion the major English-language professional journals in specialized disciplines. Approximately 450 journal titles are included in each guidebook, with detailed information about the individual journals. The quoted price for any one of the four respective volumes is \$14.95 from:

The Haworth Press

149 Fifth Ave.

New York, NY 10010

Note: Many libraries subscribe to abstracting services. For example, check for:

Abstracts on Criminology and Penology

Abstracts on Police Science

Crime and Delinquency Literature

Dissertation Abstracts

Education Abstracts

Psychological Abstracts

Sociological Abstracts

To facilitate direction of students to relevant professional journals, the following list of selected interdisciplinary entries is presented. Beyond these are hundreds of others including many published in foreign countries or by international associations. Also refer to journals on particular topics (e.g. drugs and alcohol) and the Reviews of individual law schools (e.g. Harvard, Kansas, etc.).

Administrative Science Quarterly

Adolescence

American Anthropologist

American Bar Association Journal

American Behavioral Scientist

American Criminal Law Review

American Journal of Correction

American Journal of International Law

American Journal of Orthopsychiatry

American Journal of Political Science

American Journal of Psychology

American Journal of Sociology

American Political Science Review

Annals of the American Academy of Political and Social Science

British Journal of Criminology

Child Welfare

Court Review

Corrections Research

Corrections Magazine

Crime and Delinquency

Crime and Social Justice: A Journal of Radical Criminology
Criminal Justice Review
Criminal Law Bulletin
Demography
Ecology
Ethnicity
Evaluation: A Forum for Human Service Decision Makers
FBI Law Enforcement Bulletin
Federal Probation
Futurist
Human Rights
International Annals of Criminology
International Journal of Criminology and Penology
Issues in Criminology
Journal of Abnormal Psychology
Journal of Applied Behavioral Science
Journal of Biosocial Science
Journal of Black Studies
Journal of Conflict Resolution
Journal of Correctional Education
Journal of Criminal Justice
Journal of Criminal Law and Criminology
Journal of Family Law
Journal of Personality and Social Psychology
Journal of Police Science and Administration
Journal of Psychiatry and Law
Journal of Research in Crime and Delinquency
Juvenile Court Digest

Law and Contemporary Problems
Law and Society Review
Law and Order
Police Law Quarterly
Police Studies: The International Review of Police Development
Prison Journal
Probation and Parole
Public Opinion Quarterly
Qualitative Sociology
Quarterly Journal of Corrections
Social Casework
Social Forces
Social Problems
Social Science Quarterly
Social Work
Society
Sociology and Social Research
Terrorism: An International Journal
Victimology: An International Journal

BOOKS AND PAMPHLETS

Keeping abreast of journals is difficult, but so is keeping up with the latest books dealing with the multiple facets of a field such as criminology. One vehicle to help condense the task is, of course, the professional book review. Although many journals do not contain such reviews, these can be found in many others, including The American Journal of Sociology, The

Annals of the American Academy of Political Science, Crime and Delinquency, Criminology: An Interdisciplinary Journal, Social Forces, and Social Science Quarterly.

Federal Probation is published quarterly by the Administrative Office of the United States Courts and printed by Federal Prison Industries, Inc., of the U.S. Department of Justice. All phases of preventive and correctional activities in delinquency and crime come within the fields of this journal which began its forty-third volume in 1979. In addition to articles are several "Departments" of particular interest:

"News of the Future"

"Looking at the Law"

"Legislation"

"New Careers"

"Reviews of Professional Periodicals"

"Your Bookshelf on Review"

"It has come to Our Attention"

The American Sociological Association now offers a separate review service (apart from The American Sociological Review, which is restricted to articles) through Contemporary Sociology: A Journal of Reviews. The 1980 volume contains more than 850 pages. It is published six times a year and may be obtained from The American Sociological Association, 1722 N Street, N.W., Washington, DC 20036.

One of the major problems associated with professional reviews is that of "lag time." It is not uncommon for this to range from 1 to 4 years. Fortunately, this has become a concern of the Helen Dwight Reid Educational Foundation and Heldref Publications. They publish Sociology: Review of New Books on a bimonthly basis. Although the reviews themselves (about 400 words) tend to be a bit shorter than those in some journals, they appear in much closer proximity to book publications -- within a matter of a few months, generally. If you agree this type of service is valuable, you (or your library) can obtain it through the following address:

Sociology: Review of New Books

4000 Albemarle St., N.W.

Washington, DC 20016

Annual subscription rates are \$30.00 for institutions; \$15.00 for individuals within the U.S. and Canada.

It is also convenient to have an up-to-date address for publishers you may want to contact for different reasons, such as to order a complimentary copy of a text for possible course adoption. Instructors may obtain the Directory of Publishers free of charge from:

The National Association of College Stores

528 E. Lorain Street

Oberlin, Ohio 44074

Most instructors are familiar with pamphlets from our government. Not all of these pamphlets are free of charge, but any citizen can put his or her name on a regular mailing list to receive occasional circulars describing numerous reports and booklets emerging from the vast range of public agencies. Write: Superintendent of Documents, Government Printing Office, Washington, DC 20402.

Certainly among the key statistical documents published on crime is the Uniform Crime Reports, which is printed annually. Ask to be put on the mailing list by writing directly to:

Director, Federal Bureau of Investigation

U. S. Department of Justice

Washington, DC 20535

(It is also "for sale" by the Supt. of Documents)

Perhaps the most important single source that we can recommend to teachers of courses in criminology or related fields is:

National Criminal Justice Reference Service

Box 6000

Rockville, Md. 20850

Known by the letters, NCJRS, this service is provided free of charge. Upon addition of your name to their mailing list, you will receive periodic information about pamphlets, reports, or books, some of which may be received at no cost directly through NCJRS. Other items may be purchased from a particular source, for a stated fee. This is an excellent way to build up holdings on contemporary programs involving crime, delinquency, institutions, community diversion, and specific issues such as drugs, violence, plea bargaining, and civil rights.