

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 243
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

Professor Daniel R. Lee Phone: 357-5930

Writing Workshop? (If not at IUP, where? when?) IUP, May 2002

Proposal for one W-course (see instructions below)

Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

Department Contact Person _____ Phone _____

Course Number/Title _____

Statement concerning departmental responsibility

Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

Professor(s) _____ Phone _____

Course Number/Title _____

Proposal for this W-course (see instructions below)

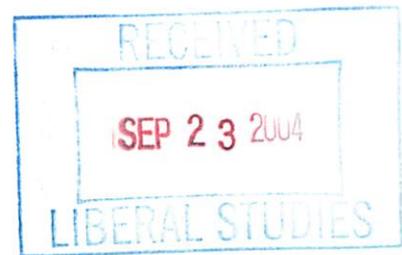
SIGNATURES:

Professor(s) *Daniel R. Lee*

Department Chairperson *Justin*

College Dean *Carleen P. Zoni*

Director of Liberal Studies *Thuy E. Sedler* 9/30/04



Writing Summary – CRIM 394 Crime and Delinquency Prevention

CRIM 394 is proposed as a writing intensive course. The course is taught each semester to students who have successfully completed CRIM 101 and CRIM 102. As such, most of the students are expected to be juniors and seniors who are criminology majors. With a writing intensive designation, each section will be limited to 20 students. The course will count towards the criminology major requirements.

The course assignments emphasize three goals: writing to summarize, writing to evaluate, and writing for critical thought and analysis. These goals are addressed through a series of written assignments. Although each assignment is described in detail below as a separate assignment, the work should be considered as a set of assignments centered on the single theme of evaluating an individual crime prevention strategy. The students are encouraged and required to apply the lessons and feedback from the earlier assignments on the subsequent assignments.

1. WRITING FOR SUMMARIZATION

- a. *First out-of-class assignment:* The first out-of-class writing assignment for the students is to prepare a written summary of a news article (magazine or newspaper) with the specific focus of summarizing the main points of the article. Attention to detail is the main goal of the assignment. Students are graded for their ability to retrieve the appropriate information from the article. Attention to the specific instructions of the assignment also plays an important part in the grading process. Students who choose to review a news article that does not include the appropriate amount of information or who choose to submit a deficient or delinquent summary will not receive full credit for the assignment. The assignment carries a low weight, relative to the entire point structure for the class, so that students will learn the importance of following instructions explicitly without suffering a large grade penalty.
- b. *Second out-of-class assignment:* The second out-of-class assignment requires the students to select an article from a peer-reviewed academic journal that is related to the same crime prevention strategy that was used to complete the first out-of-class assignment. In this assignment, the students will prepare a written summary of the more technical information of the journal article while capitalizing on the lessons learned in the first writing assignment. This assignment will carry more relative weight than the first assignment. Additional requirements for the assignment are discussed in the “Writing for Evaluation” section below.
- c. *Third out-of-class assignment:* For the third out-of-class assignment, the students will maintain the same crime prevention theme that they have established with the completion of the first two out-of-class assignments. They will be required to find two additional peer-reviewed articles related to the same crime prevention strategy. This assignment will focus on

presenting a more streamlined summary of the crime prevention research. This final draft will be, essentially, a brief literature review. This assignment will carry the most relative weight of any written assignment. Additional requirements for the assignment are discussed in the “Writing for Evaluation” and “Writing for Critical Analysis” sections below.

- d. *In-class assignments*: Throughout the semester, students will be required to participate in a series of in-class assignments where they will read new material related to crime prevention strategies (e.g., government reports, press releases, news items). Divided into groups who have read separate articles, the students will summarize the key elements of these materials, write these summaries on group assignment sheets, and then present the summary to members of the class who have not read the material.
- e. *In-class examinations*: On each examination, several test items will require the student to report summary information about crime prevention strategies that have been reviewed in the text or discussed in the class. Precision with grammatical and syntactical rules will not be absolutely required but will be preferred. Partial credit for incomplete responses will be available.
- f. *Unannounced quizzes*: Additional opportunities to write in class include unannounced quizzes. These quizzes will be reviewed for content, but will not be graded. Students will be aware of correct and appropriate responses through an in-class discussion immediately after the quiz and a prompt return of their corrected quizzes. The goal with this un-graded assignment is to help students become aware of what topics will be covered on their examinations and how to respond to written test items quickly and coherently.

2. WRITING FOR EVALUATION

- a. *First out-of-class assignment*: The first out-of-class assignment for the students is to prepare a written summary of a news article. Part of this assignment introduces the students to identifying key elements of written reports that they might use for evaluating the relative merit of such a report.
- b. *Second out-of-class assignment*: The second out-of-class assignment for the students is to prepare a written summary of a peer-reviewed article. Part of this assignment will require students to evaluate the summary points to determine if an appropriate amount of information has been discussed in the research article or if an appropriate research methodology has been employed by the author(s).
- c. *Third out-of-class assignment*: The third out-of-class assignment requires that the students prepare a written summary of three journal articles.

Included with this review, the students will be required to evaluate the articles individually *and* collectively to determine if a concise summary/conclusion statement can be made regarding the status of the particular crime prevention strategy employed across the three research articles. The assignment is designed to pull together the students ability to summarize and to use that summary to form an informative declaration/argument.

- d. *In-class assignments*: Through a series of in-class assignments, the students will be required to review research reports and news briefs in small groups. The students will be required to collectively analyze the reports and determine if the information reported is sufficient for understanding the particular crime prevention strategy. The review and analysis of these reports will be used to instruct the students on what to identify in and how to criticize published reports. This analysis will allow students to identify good research as well as good research reporting.
- e. *In-class examinations*: On each in-class examination, the students will be required to respond to several test items that ask for their evaluation of specific crime prevention strategies. The responses to these test items will require students to identify relevant summary information and to evaluate the relative importance of this information in its ability to guide an informative conclusion about the available research.

3. WRITING FOR CRITICAL THOUGHT AND ANALYSIS

- a. Much of the critical thought and analysis developed through writing assignments will be concentrated on the third out-of-class assignment and portions of the written examinations. In the third out-of class assignment, the students will be required to review three peer-reviewed articles, evaluate these articles, and then integrate the summary and evaluation into a critical assessment about the status of some crime prevention strategy. With three examples, the students should be able to establish a trend (positive or negative) with the published results, but they must also provide a directed commentary that displays an understanding of the reliability and validity of the published research. Additionally, the students are required to provide a statement that considers alternative conclusions, provides suggestions for improvements, and directs future research in some meaningful way. Other critical thought exercises will be included in the in-class examinations. Specific test items will solicit students' perceptions of the effectiveness and appropriateness of the crime prevention strategies discussed in class and reviewed in the text.
- b. With the third out-of-class assignment, the students are encouraged to use the same crime prevention strategy identified in the first and second assignments. This should allow the students to review the comments, instructions, and point reductions from the previous assignments to

prepare and submit a final writing assignment that has been developed and improved over the course of the semester. Also, by being provided an opportunity to capitalize on the learning process that has been developed through the previous assignments, the student should be able to maximize his or her grade with the writing assignment that carries the most weight relative to the final grade. This should ensure that a student's final grade is awarded more for what has been learned than for a more simple summation of how many assignments have been completed.

A. Summary of Writing Assignments for CRIM 394					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
In-class exercises	3	3	N	N	5.00%
Out-of-class writing assignments	3	8-12	Y	Y	21.25%
Examinations	3	6-9	Y	N	37.50%
Unannounced Quizzes	6-9	6-9	N	N	0%
Totals	15-18	23-33	N/A	N/A	68.75%

B. Summary of Examination Contribution for CRIM 394			
Exams	Approx.% of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1.	50	3	25
2.	50	3	25
3.	50	3	25
Totals	50% of each exam	9	25 % each/ 75% collectively (since only 50% of each exam is written, 37.5% total contribution is used in TABLE A above)

CRIM 394: Crime and Delinquency Prevention Proposed Writing Intensive Syllabus

Professor:

Dr. Daniel Lee
danlee@iup.edu
G-1 (J) McElhaney Hall
(724) 357-5930

Office Hours:

Tuesday – 1 to 3 pm
Wednesday – 9 to 11 am
Thursday – 2 to 4 pm

Course Description:

Examines various crime and delinquency prevention policies and programs. Topics include the historical development of crime and delinquency prevention methods, theoretical applications to prevention efforts, and research findings on program effectiveness. The importance of research design in evaluating prevention programs will also be considered. (IUP Course Catalog 2004-2005)

Prerequisite courses: CRIM 101 and CRIM 102.

This course will critically examine the process of crime prevention. To do this, an understanding of the operation of the criminal and juvenile justice systems is expected. Additionally, students should understand theories of crime causation. This knowledge base will serve as a point of departure from which the class will consider how agents of the criminal and juvenile justice systems can design and implement effective crime prevention strategies.

Objectives:

1. Consider the significance of crime and delinquency prevention policies and programs with an emphasis on issues and methods employed over the past 30 years.
2. Examine the goals of various types of prevention programs operating in community, school, and family settings, as well as situational prevention efforts.
3. Apply criminological theory to the topic of crime and delinquency prevention in order to develop a deeper understanding of the links between theory and public policy.
4. Examine evaluation research that has been carried out on prevention programs and assess the effectiveness of these prevention efforts.
5. Consider the different types of research designs employed in evaluating prevention programs in order to develop an understanding of the importance of scientific rigor in evaluating program effectiveness.
6. Maximize learning through exercises designed to improve summarization, evaluation, and written communication skills.

Required Text:

Lab, Steven. 2004. Crime Prevention: Approaches, Practices, and Evaluations (5th ed.). Cincinnati, OH: Anderson Publishing Company.

Additional readings will be assigned throughout the semester and will either be available on reserve through the library or distributed in class.

Recommended Text:

APA. 2004. Publication Manual of the American Psychological Association.

Course Requirements:

This course will have three non-cumulative exams consisting of multiple-choice and written response items of varying lengths (some of these will be shorter and some will be longer). The written response items will require you to summarize, evaluate, and think critically about the information discussed in class and reviewed in the assigned text book.

Each exam will be worth 100 points.

This course will also have three writing assignments designed to identify and evaluate crime and delinquency prevention strategies. The first assignment will involve the summary of a recent news item related to crime prevention strategies. This assignment will be worth 10 points. The second assignment will be a more academic summary of a crime prevention strategy. This assignment will be worth a total of 20 points. The third assignment will be a comprehensive academic evaluation of crime prevention and will be worth a total of 50 points. These assignments will be discussed more completely in class on the specified dates.

For each assignment, you will be required to provide a paper **and an electronic copy** of your assignment. The electronic copy can be provided as a file on a floppy disc or as an email attachment.

Class participation will be worth 20 points and will include my evaluation of your attendance, contribution to class discussions, participation in oral and written class activities, and performance on a series of unannounced quizzes.

Final grades will be determined according to the total number of points accumulated.

360 – 400 points = A
320 – 359 points = B
280 – 319 points = C
240 – 279 points = D
239 points or less = F

Schedule of Classes: (subject to change with notice)

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
8/31	Course overview: Crime and the Fear of Crime	Chapter 1
9/2	Measuring Crime and Victimization	TBA
9/7	A Crime Prevention Model	Chapter 2
9/9	Crime Prevention through Environmental Design	Chapter 3
9/14	Neighborhood Crime Prevention	Chapter 4
9/16	Displacement and Diffusion	Chapter 5
9/21	General Deterrence	Chapter 7
9/23	Media and Crime Prevention	Chapter 6
9/28	Exam I	
9/30	Developmental and Social Crime Prevention	Chapter 8
10/5	Secondary Crime Prevention: Prediction Strategies	Chapter 9
10/7 & 12	Situational Crime Prevention	Chapter 10
10/14 & 21	Community and Problem Oriented Policing	Chapter 11
10/26 & 28	Drugs and Crime relationship and prevention	Chapter 12
10/30	School-Based Crime Prevention	Chapter 13
11/2	Exam II	
11/4 & 9	What to do with known offenders (Specific Deterrence and Incapacitation)	Chapter 14
11/11 & 16	Contemporary Tertiary Approaches	Chapter 15
11/18	No Classroom activities—Alternative assignment	
11/23 & 30	Rehabilitation strategies	Chapter 16
12/2 & 7	Rehabilitation continued	TBA
12/9	The Future of Crime Prevention	Chapter 16
12/16	Final Exam 10:15 am – 12:15 pm	

Important Dates:

- 9/5 Last day to drop or add a class.
- 9/7 News Item assignment is discussed in class.
- 9/21 News Item summary is collected in class.
- 9/30 Academic Summary assignment is discussed in class.
- 10/21 Academic Summary is collected in class.
- 11/05 Last day to withdraw from class.
- 11/4 Evaluation/Analysis Report Assignment discussed in class
- 12/7 Evaluation/Analysis Report is collected in class.

The Fine Print:

Regular attendance is strongly encouraged. If you miss a class, it is your responsibility to make up the material covered. Lecture notes and any missed assignments must be obtained from fellow classmates. Please be concerned about each class that you miss. We will frequently have in-class discussions, assignments, and quizzes that cannot be made-up.

Make-up exams will be provided for students with legitimate excuses who provide appropriate documentation. Legitimate excuses include participation in a University approved activity, legal requirement, religious observance, medical emergency, or military exercises. Students are required to contact me within **24 hours** of the scheduled exam date. These make-up exams will be of a ***different format*** than the regular exams and must be completed within **one week** from the scheduled exam date. If the student has not completed the exam after one week, a grade of zero will be recorded. Please discuss all scheduling conflicts with me prior to the administration of any exam you will not attend. If an emergency situation arises on the day of the scheduled exam, call me as soon as possible. If I am not at my desk, leave a message explaining the situation and when you will be available. This is a firm policy; do not ask for special consideration.

Academic Dishonesty will not be tolerated in any form. Students are advised to read the undergraduate catalog to become familiar with the University's policy. Academic dishonesty can include but is not limited to cheating on an exam and submitting plagiarized material. In all such instances, students and this professor will be required to follow the stated University policies.

All students are expected to **work independently** unless directed by the instructor to work as a group. Failure to work independently will require appropriate disciplinary action as dictated by University guidelines. Please review these guidelines, in the student handbook and catalog, and make certain that you understand them completely. For writing assignments, appropriate documentation is required. I am less concerned about what style you use for citing other works than that you have done this consistently and when appropriate. If you have concerns about how to cite other documents, please contact me, or the Writing Center on campus, as soon as possible.

An honor statement will be required for every graded assignment or course requirement. Additionally, digital or electronic copies must be provided. These can be provided in the form of floppy discs or emailed attachments.

The IUP Writing Center can be found at <http://www.iup.edu/wc> or 724-357-3029 or 218 Eicher Hall.

If you have any **special needs or documented disabilities** that need my attention, please meet with me as soon as possible or direct the appropriate offices to contact me.

If at any time during the semester you are **experiencing difficulty**, FOR ANY REASON, please contact me or stop by my office.

In order to enhance and maintain a productive **atmosphere** for education, personal communication devices such as pagers and telephones should be disabled when in class.

Please respect your fellow students and me by arriving to class on time. If you have to arrive late, please enter the classroom as quietly as possible. Also, occasionally, you might need to leave early from class. Please wait until there is a break in our discussion or the lecture to leave.

I want you to be relaxed and comfortable in class. If having a drink or a snack helps you, please consume these quietly and without disrupting the rest of the class. **Consuming any tobacco product in a classroom is against university policy.**

The only appropriate reading material in class is our textbook or other materials distributed by me.

5. If the project is completed, how successful was it? What has led to its success? If the project is not completed, can you make an informed decision regarding its projected success?

6. Should the program consider revising any of its components to maximize future success?

SAMPLE ASSIGNMENTS

WRITING ASSIGNMENT #1

Must be completed by September 21, 2004 and turned in at the start of the class.

For this assignment, you will be required to retrieve a news article related to crime or delinquency prevention. After retrieving the article, you will be required to read, summarize, and critically examine the crime prevention tactics discussed in the article.

Step 1:

Go to the library or search online for an article from a reputable news magazine or newspaper. The library's web page has links to databases that allow you to search through newspaper and magazine archives. If you are not familiar with how to search using the library's databases, make an appointment with a research librarian (they are generally very helpful unless you ask them to do everything).

Step 2:

After finding a suitable article, your job will be to summarize it for me. Your summary should include:

- An identification of the crime prevention strategy
- A description of the crimes being targeted
- A description of any plans to evaluate the strategy
- A description of the conclusions/findings related to the new strategy (if available).
- Identify the strategy in "crime prevention" terms that are used in your text
- Anything else that seems to be relevant and "newsworthy."

Step 3:

After summarizing the article, your job will be to analyze and critique what you have read. Your critique should include:

- A description of any alternative conclusions that might explain the results or confound the conclusions being offered
- A description of any problems that might make this strategy unpopular
- Your opinion regarding the relative merit of this article in understanding crime and crime prevention

Step 4:

This should be typed, double-spaced on a sheet of 8.5 X 11 inches paper with one-inch margins in a normal font (Times Roman, Arial, Courier 12 points) and submitted at the beginning of the class period on September 21, 2003.

Note: No late submissions will be accepted. Please do not slide them under my office door or place them in my mailbox. If you have trouble finding an article, see me as soon as possible.

Completed assignments are due October 22, 2004. Late papers will not be accepted.

For this assignment, you will be required to go to the library and retrieve an article related to the crime prevention strategy you reviewed in W.E. #1. After retrieving the article, you will be required to read, summarize, and critique the academic evaluation of crime prevention. *Note: This article must describe an empirical evaluation of crime prevention. Avoid literature reviews, editorials, process evaluations, and descriptive assessments of the frequency or prevalence of crime in a certain area.*

Step 1:

Go to the library or search online for an article from an academic journal that evaluates the implementation of a crime prevention strategy. It is your best bet to stay within criminology journals. Do not attempt to find the shortest article; it might take more time to read a lengthy article, but a brief report could lack information that is vitally important to your review.

To conduct this search, you will need to be familiar with the electronic databases in the library. I recommend selecting the database "Criminal Justice Abstracts" which is available through the library's web page by connecting to WEBSPIRS. You may also use EBSCO to accomplish your search. In EBSCO, you can and should select "peer-reviewed". Avoid searching for full-text articles. Despite the ease that this offers, your searches will be limited (there are fewer articles available as full-text online) and frequently the online versions omit important tables, figures, and bibliographic information.

Step 2:

After finding a suitable article, your job will be to summarize it for me. Your summary should include:

- An identification of the crime prevention strategy that is being tested
- A description of the empirical test (i.e., a brief description of the methodology)
- A description of the type of data used (Self Reported, Official, Victimization) including the benefits of this data and what makes it appropriate to use in this test
- A description of the conclusions/findings/results including what this research says about understanding the effectiveness of crime prevention strategies

Step 3:

After summarizing the article, your job will be to critique what you have read. Your critique should include:

- A description of any alternative conclusions that might explain the results
- A description of any problems that might be found in the data or research design used to test the theory
- Your opinion regarding the relative merit of this article in understanding crime, the fear of crime, and/or crime prevention

Step 4:

After taking some time to read, summarize, and critique the article, you should be prepared to write your review. I encourage you to read the article more than once, identify the key components of the crime prevention strategy and evaluation, construct an outline of your thoughts, and sketch out a rough draft of your essay. After reviewing your rough draft, check to make sure you have not forgotten any of the information requested above. If everything is okay, double-check for spelling, grammar, and syntax errors.

This essay should be typed and double-spaced on a sheet of 8.5 X 11 inches paper with one-inch margins in a normal font (Times Roman, Arial, Courier 12 points) and submitted at the beginning of the class period on October 21, 2003. This is the last day for individual course withdrawals.

Stylistically, your essay should open with an introductory paragraph and follow a logical outline. A typical progression through the essay **could** be as follows:

- I. Introduction
 - a. Identify the article reviewed
 - i. Author's name
 - ii. Avoid inserting the title of the article; this is a waste of space and should be limited to your reference page.
 - b. Identify the intent of your assignment.
 - i. Review
 - ii. Summarize
 - iii. Critique

- II. Review
 - a. Summarize the paper
 - i. Crime prevention strategy identified
 - ii. Research hypotheses identified
 - iii. Data identified
 - iv. Results identified
 - v. Conclusions identified

 - b. Critique the paper
 - i. Problems with the data identified
 - ii. Alternative conclusions identified
 - iii. Importance to the understanding of crime, fear of crime, and/or crime prevention

- III. Conclusions
 - a. Your informed opinion regarding the ability of this type of strategy to prevent crime
 - b. Directions for future research
 - c. Policy implications of this empirical research

Not-so-Fine Fine Print: No late submissions will be accepted. Please do not slide them under my office door or place them in my mailbox. Do not use plastic report covers. I am more concerned with the content of your paper than how pretty it looks before I read it. Be absolutely certain that you are following typical rules of citation. All circumstances of suspected plagiarism will be dealt with officially. If you have trouble finding an article, see me as soon as possible. I expect that this assignment will take a minimum of 3-6 hours to complete, and you have three weeks to complete it. The extra time is included so that you can ask for help and still complete the assignment. Do not wait until the weekend before the due date to start the assignment.

Must be completed by December 7, 2004 and turned in at the start of the class period. If you arrive to class after I have collected the assignments, your assignment is late and the grade will be reduced by 10%. Any assignment submitted after class has finished will not be accepted or graded. You must also attend the entire class for your assignment to be graded. Do not ask for an exception unless you have a University approved absence that can be documented.

For this assignment, you will be required to use what you learned in Writing Exercises #1 and #2. You will go to the library and retrieve **three academic articles from scholarly journals** related to testing a **single** crime prevention strategy. Your article search should be related to the crime prevention strategy that you summarized in Assignments #1 and #2. After retrieving the articles, you will be required to read the articles, summarize the articles as one body of literature, and assess the current empirical “status” of this strategy.

Step 1:

Select a strategy that is used to prevent crime or delinquency; this can be any strategy at any level of prevention (i.e., primary, secondary, or tertiary). Go to the library and retrieve three articles that test the same type of strategy (e.g., community policing, multi-agency responses, school-based programs, drug eradication/interdiction, “rehabilitation”). Your grade will be reduced if any of your sources are not from academic journals. Most academic articles are 20 or more pages in length.

Step 2:

After finding your three articles, your job will be to summarize and review this literature for me. Your summary should include:

- An identification of the crime prevention strategy that is being tested
- A description of the empirical tests
 - A brief description of the methodology used in EACH test/report
- A description of the type of data used including the benefits of this data and what makes it appropriate to use in this test
 - Consider how different data have been used to establish different conclusions
- A description of the conclusions/findings/results including what this research says about understanding the effectiveness of crime prevention strategies

Step 3:

After summarizing the articles, your job will be to critique what you have read. Your goal should be to provide a coherent assessment of whether this theory can and does explain juvenile delinquency. Your critique should include:

- A description of any alternative conclusions that might explain the results

- Again, do different data or hypotheses lead to different conclusions?
- A description of any problems that might be found in the data or research design used to test the theory
- Consider the measure of crime prevention effectiveness—Is this an appropriate way to assess program effectiveness
- Your opinion regarding the relative merit of this article in understanding crime, the fear of crime, and/or crime prevention

Step 4:

This should be typed, double-spaced on a sheet of 8.5 X 11 inches paper with one-inch margins in a normal font (Times Roman, Arial, Courier 12 points) and submitted at the beginning of the class period on December 4, 2003.

I expect that you will have a page or so written for each article. If you have less than three pages for the whole assignment, you have been too brief. If you have more than seven pages, you need to do a little more summarizing. **Your grade will diminish with each additional page over the 7-page limit.**

Notes: No late submissions will be accepted. Please do not slide them under my office door or place them in my mailbox. Do not use plastic report covers. I am more concerned with the content of your paper than how pretty it looks. Be absolutely certain that you are following typical rules of citation. The APA 5th edition is the preferred style of citation for this class. All circumstances of suspected plagiarism will be dealt with officially. If you have trouble finding an article, see me as soon as possible.

I expect that this assignment will take up to eight hours to complete, and you have SEVERAL weeks to complete this. The extra time is included so that you can ask for help and still complete the assignment. Do not wait until the FRIDAY before the due date to start the assignment. I may not be available to help you when you need it the most so starting early is the best route to success and overcoming any trouble.

3. Provide definitions for the four components to Newman's model of defensible space. Discuss the relationship each has to crime or fear of crime. Provide an example of a strategy that might fit into this model.

4. Describe type 1, type 2, and type 3 effects and illustrate this with an example of crime prevention.

5. Briefly describe the Union Avenue Corridor project and the findings related to crime and the fear of crime.

6. Briefly describe the Kirkholt crime prevention program and the findings related to crime and the fear of crime.

7. Discuss the problem of defining a neighborhood and how this problem relates to the evaluation of crime prevention programs.

8. Define at least five types of crime displacement and provide examples of each.

9. What is VIVA and what theory is it related to?

10. Briefly discuss the relationship between actual crime and the media's portrayal of crime.

11. Describe the three research designs discussed in the book that test for a deterrent effect. Which type of research provides the best information?

Indiana University of Pennsylvania
The Liberal Studies Program

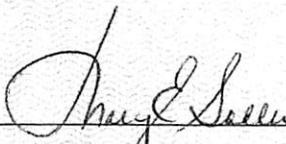
certifies that

Daniel R. Lee

has participated in the *IUP Writing Workshop*
with facilitator Dr. Matthew Willen

May 20 and 21, 2002





Mary E. Sadler
Director
Liberal Studies