

Criminology Student Handbook

Required Reading for Students in Criminology Classes



Criminology Department
Vancouver Island University

2016 - 2017

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Introduction

Thank you for choosing Criminology at Vancouver Island University! We want your time at VIU to be a positive learning experience. This handbook will answer many questions about the expectations at university.

For 21 years, we have published a Criminology Student Handbook (CSH). Students tell us they like having clear guidelines and a consistent set of expectations from their professors.

Criminology is an interdisciplinary science, focusing on the history, structure and process of law and criminal justice, theories about the causes of crime, and the research methods which inform our discipline. In addition, studying criminology helps develop fundamental skills and abilities such as:

- problem-solving, numeracy, literacy, and the use of information technology
- working effectively with others on common projects
- adapting to technological change
- effective written and oral communication skills
- analytical and critical thinking

Professional Conduct

In the future, you will be working as a professional so our Department encourages professional conduct by students. This means all students are expected to...

- Come to class on time, attentive and ready to learn.
- Attend all lectures, seminars and field trips. You are responsible for all missed academic work during absences. If you miss nine or more hours of instruction in one term, your professor has the option to fail you. Failure to show up for exams will result in an “F” grade.
- Read the assigned materials before class, otherwise you cannot be a contributor to the learning experience and discussions.
- Contribute to the learning environment. Everyone has something to say and your participation makes the class more interesting for everyone.
- Notify your professor if you intend to leave the lecture early.
- Ensure all electronic devices are turned off.

Please save this document to your computer for future reference.

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

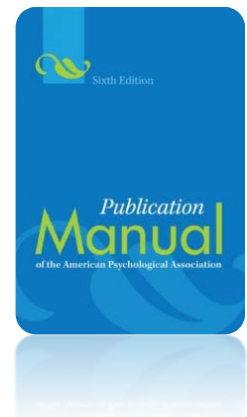
The Academic Code of Conduct

Students in the Criminology program often seek employment which involves public trust. Very few students are intellectually dishonest. However, because the consequences for academic dishonesty can result in failure for a course, you should be aware of VIU's policies (Policy 96.01, "Student Academic Code of Conduct"). All faculty at VIU have a professional obligation to report suspected academic dishonesty to the Dean and the Criminology program has a zero tolerance policy for academic dishonesty.

Intellectual Dishonesty

Plagiarism is the failure to acknowledge the sources of information used in an assignment. Here are some general guidelines to ensure that your work is correctly done:

1. If you are citing another writer's exact words, "quotation marks" and a reference to a page number in the original source is required. Paraphrasing another person's work without acknowledging the source is also intellectual dishonesty.
2. It is intellectually dishonest to share answers to study questions. For example, if five students each agree to read two of ten assigned academic articles and share their notes with each other to avoid reading the other eight articles, this practice violates VIU's Student Academic Code of Conduct.
3. It is dishonest to use another student's paper in whole or part by editing and submitting that work as your own.
4. Do not use sources obtained through the World Wide Web, email, Usenet groups, podcasts or any other source without documenting them according to the standards of the American Psychological Association (APA). It is your responsibility to learn how to cite your sources accurately. We recommend that you purchase a copy of the APA's most recent Publication Manual (available at the Bookstore). You can find the 6th edition in the Nanaimo, Cowichan and Powell River libraries at BF 76.7 P83 2010. You may wish to consult [the APA online guide](#) for assistance.
5. If students' papers appear to be essentially the same, all participants will receive a failing grade for the assignment or the entire course.



6. If a student violates rules for academic integrity on two separate occasions, a letter will be sent to the Dean of Student Affairs recommending his or her suspension. The student may also be permanently withdrawn from the Criminology Diploma or BA (Crim) program.

Rules for Exams & Written Assignments

Students must be present for the exams in each course. A make-up exam will only be considered for legitimate reasons at the discretion of the professor (such as documented medical emergencies). Other rules include:

1. All course requirements must be completed in order to receive credit for the course, even if an assignment is worth 5% or 10% of the final grade.
2. A professor may assign a grade of zero for a late assignment or exam once the answers have been provided or discussed in class.
3. It is not fair if faculty extend assignment deadlines to some students when the majority complete their work on time. Late assignments will not be accepted except for compassionate reasons, such as a death in the family. It is your responsibility to know your professor's policy on late assignments.
4. Do not conduct original research without prior approval of the professor. If you do, you will be violating VIU's policies for research with human subjects. Original research can be proposed if you have completed CRIM 220 (Introduction to Research Methods) or an equivalent course, and have a written proposal for review by faculty.
5. If you have a learning disability or other condition that affects your work in any course, please let your professor know as soon as possible. Students with documented disabilities requiring academic and/or exam accommodation must contact Disability Services, Building 200, or call 740-6416.

Tips for Answering Questions on Exams

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

1. The question must be answered directly. Filling up a page with a discussion that does not address the question will not enhance your grade.
2. Criminology faculty will look for analytical thinking from more than one of your assigned readings. This means breaking the question or issue down into smaller parts and building an answer to reflect your

knowledge. For example, if you are asked to discuss the question, “Has violent crime increased in Canada?” you might begin by defining what constitutes “violent crime” (some violent crimes involve no physical contact between offender and victim). Your next step could be to assess the magnitude of violent crime by referring to when and where it occurs (e.g., rates of violent crime generally increase from west to east).

3. Think critically. With respect to the question about violent crime in Canada, you might discuss what is *not covered* by the term “violent crime.” Workplace deaths caused by employer negligence is usually treated as a violation of provincial Workers Compensation regulations, and not Criminal Code statutes.

University Writing

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

Choose a Topic

Choose a topic from the Course Outline or one approved by your professor. Do this early in the course to give yourself time to think, research and write.

Finding Information on Your Topic

The main floor of the library has computer work stations to search online for books, journals and government documents on almost every conceivable subject. There are many electronic journals, databases and e-books. Please familiarize yourself with these resources or take advantage of the Library’s tutorials offered early in the semester.

You can read abstracts (summaries) of journal articles, see book reviews or download resources in “full-text” format. Journals contain more current information about your interests than do published books. For example, the *Canadian Journal of Criminology and Criminal Justice*, *Criminology* or *Crime and Delinquency* carry a wide selection of articles to inform your paper.

Do not research a paper by relying on Google or Wikipedia. Your paper will end up being superficial and informed by convenient, rather than comprehensive, sources of information.

Making Sense of Your Sources

When choosing books, consult the Table of Contents and Indexes to see what the authors have to say on the topic you’ve chosen. Start by reading the abstract, introduction and/or conclusion to a chapter or article because these

parts usually highlight the author's main ideas and arguments. Make judgments as to whether you want to read further and include their research, comments, or observations in your paper. Make notes to record your sources of information. You do not have to worry about organizing the material or writing anything coherent at this point.

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

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

Always ask yourself at each stage of the research process, "What does this article, book or the notes have to do with my main argument or description of my topic?"

Write an Outline

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

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

First Draft

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

The Introduction. Some people find this part easier to write last. Use the Introduction to explain what you're going to do in the main body of your paper. As best you can, capture your reader's interest by telling them why your topic is important, insightful or unique.

The Body. Deliver the goods which you have introduced. This part must flow and be well structured (use complete sentences in coherent paragraphs). Consider using headings as a "map" for the reader to follow your thinking. Make transitional sentences to move your reader from one section to another.

The Conclusion. Summarize the key points and, in some cases, remind readers of the purpose(s) for writing the paper as was stated in the Introduction. Provide a closing statement about your topic.

No new ideas should be added in this section because you are concluding a topic. Like the introduction, it is usually easier to write the conclusion *after* the main body of your paper has been drafted.

References. This section lists every author you have cited in the main body. Do not include works that you have not actually cited. More detailed information for creating citations and references is presented below.

Revising the First Draft

Edit by slowly reading to yourself what you have written. If you find your inner voice sounding unclear or stumbling over sentences, chances are that your reader will too.

Pay attention to the voice of your paper and how you “speak” to the reader. Check for spelling, grammar and punctuation. Do not rely on computerized spelling and grammar packages because they fail to identify all possible mistakes.

Style: Be sure that your vocabulary is appropriate - avoid colloquialisms (overuse of “like,” “basic,” “basically,” “really,” etc.) and slang (“cons,” “cops,” “B&E’s,” “dope”). Avoid the use of contractions (“don’t,” “wasn’t,” “shouldn’t,” etc.) in formal writing. Watch for your use of the verb tense (past, present, future).

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

Sound authoritative without being condescending. Be interesting and varied, active rather than passive, specific and not vague. Do not write your paper to the professor. Write for a general academic audience which is uninformed about your topic.

Avoid sensationalism. You are writing an academic research paper which is informed by science. You may write passionately, but avoid titillating readers or romanticizing an issue about which you feel strongly.

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

William Zinsser, 1998,
On Writing Well

The Final Copy

1. Use one side of the paper, double space the text and leave 1" (2.54 cm) margins all around the page. Do not leave large sections of blank white space as filler to meet page requirements.
2. Use 12 point Times New Roman font. Word processors can tell you how many words are in your paper.
3. Number the pages consecutively. Page 1 begins where the first page of text appears, not on the title page or the table of contents.
4. Add a cover page with the title of your paper, your name, student number, the professor's name, the submission date, the course name (e.g., Crim 101) and location (Vancouver Island University, Nanaimo or Cowichan campus).
5. References go at the end. These include only the materials that you have specifically quoted or paraphrased in the paper, not any background reading which you may have done. You should have continuous page numbers throughout your paper therefore, the reference page should be numbered accordingly.
6. Proofread and make corrections to your final draft. You'll find more errors and awkward sentence structure if you print off your paper and edit on it paper as opposed to trying to edit it on your computer.
7. Keep a copy of your paper and give the original to your professor. Please do not use plastic enclosures or binders for your papers. A single staple or paper clip is environmentally friendly.

Citing Your Sources

Except for our law courses, you must use the APA guidelines in your written work. There are a number of web sites and manuals which you will find helpful, but the most authoritative one is APA Style which has short tutorials (see <http://www.apastyle.org/>).

There are two parts to citing sources in an academic paper: the citation within the main body of your paper, and creating a reference page for your citations.

A Reference within the Main Body of a Paper

There are two ways in which we use the works of other authors and researchers. Sometimes we quote an author or authors word-for-word. Short quotations (less than 40 words of text) are incorporated into the paper with

“double quotation marks”¹. For example, suppose you’re writing a paper on white collar crime and describing the works of Clinard and Yeager:

In one of the earlier works on the topic, Clinard and Yeager (1980) define corporate crime as “any act committed by corporations that is punished by the state, regardless of whether it is punished under administrative, civil, or criminal law” (p. 16).

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

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

When we cite an author verbatim, we include their last name(s), the publication year and page number(s). If you were to cite Clinard and Yeager for a passage of more than 40 words, the format would be:

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

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

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

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

In a study of U.S. factory conditions, Reiman (1990) chronicles the health effects of safety violations in the workplace causing injury, disease and death, inadequate medical care and chemical toxins in air, food and water.

¹ An exception occurs when citing material that already contains quote marks. In such cases, use ‘single quotes’ to replace any quote marks in the passage you are quoting.

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

Citing a Secondary Source

In limited circumstances, particularly when you are trying to show the extent of existing research on a particular topic, it may be necessary to refer to a secondary source. These are treated differently. In your paper, make reference to both sources, but on the reference page include only the one that you actually used. For instance:

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

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

Citing Several Sources to Make a Point

You may notice that several authors state similar ideas over time. Making reference to two or more works is done by listing authors’ surnames in alphabetical order separated by semicolons:

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

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

Making Changes to the Original Source

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

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

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

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

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

Adding Emphasis

To add emphasis to a word or phrase within a passage of quoted text, italicize the word(s) followed by “italics added” in square brackets. For example,

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

One Source – Several Authors

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

Author(s) with Publications in the Same Year

If you cite two articles published by the same author in the same year, the first article mentioned in your paper would be: (Berndt, 1991a); the second one would be: (Berndt, 1991b). Your Reference Page entries would look like this:

Berndt, T. J. (1991a). Age changes and changes over time in prosocial intentions and behavior between friends. *Developmental Psychology*, 17, 408-416.

Berndt, T. J. (1991b). Effects of friendship on prosocial intentions and behavior. *Child Development*, 52, 636-643.

Personal Communication

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

During lecture, Professor J. Falvai noted that criminology is interdisciplinary (personal communication, September 26, 2014).

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

Making Reference Page Entries

We have provided some examples of how to enter citations on a reference page located at the end of your paper or assignment. The examples here are not exhaustive. It is your responsibility to learn how to cite the sources which inform your ideas.

Notice the hanging indent of the paragraph.

Journal Articles

Journals are also known as periodicals because they are published on a monthly or quarterly basis.

An article in an academic journal

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

If the article can be retrieved online and has a DOI, the format is:

Levi, M. D., Nussbaum, D. S., & Rich, J. B. (2010). Neuropsychological and personality characteristics of predatory, irritable, and nonviolent offenders: Support for a typology of criminal human aggression. *Criminal Justice and Behavior*, 37, 633-655. doi: 10.1177/0093854810362342

Article retrieved from an on-line database (no DOI)

Anderson, J. (1999). Predicting the outcome of treatment. *Journal of Abnormal Child Psychology*, 26, 210-230. Retrieved January 20, 2013, from EBSCOhost database.

Article in an Internet-only Journal (no DOI)

In your paper, all reference page entries are double spaced.

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

Magazine articles

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

Newspaper Article

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

An Unidentified Author in a Magazine or Newspaper

Mail strike likely Thursday night. (2011, September 20). *The Province*, p. A1.

Books by a Single Author

Berg, B.L. (2010). *Qualitative research methods for the social sciences* (6th ed.). New York: Pearson.

A Book by Two Authors

Walsh, A., & Ellis, L. (2003). *Biosocial criminology: Challenging environmentalism's supremacy*. New York: Nova Science Publishers.

Citing Specific Editions of a Book

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

A Book Edited by One Person

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

A Book Edited by Two People

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

A Chapter in a Book

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

Book Review

Schatz, B. R. (2000, November 17). Learning by text or context? [Review of the book *The social life of information*, by J. S. Brown & P. Duguid].

Science, 290, 1304. doi:10.1126/science.290.5495.1304

Audiovisual Material (Motion Pictures, TV & Videos)

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

Collot, N. (Director). (2005). *The tobacco conspiracy*. [Motion picture].
Ottawa, ON: National Film Board.

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

Government Publications

Government Name. Name of Government Agency. (Year). Title of document: Subtitle (Report No. xxx [if available]). Retrieved on January 23, 2013, from URL of specific document

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

Thomas Braidwood Commissions of Inquiry. (2010). *Restoring confidence: Restricting the use of conducted energy weapons in British Columbia*. Retrieved on June 9, 2013, from <http://www.braidwoodinquiry.ca/>

Edwards, N., Sims-Jones, N., Hotz, S., & Cushman, R. (1997). *Development and testing components of a multifaceted intervention program to reduce the incidence of smoking relapse during pregnancy and post-partum of both women and their partners*. Report prepared for Health Canada at the Community Health Research Unit, University of Ottawa, Canada.

Webpage with No Author/No Date

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

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

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

If there are no page numbers, enter the paragraph number for an on-line source. For example, use para. (short for paragraph) or the symbol ¶ to indicate the paragraph number and follow it with the number.

The Reference Page

The reference page includes only those works which are cited in the body of your paper (quoted, paraphrased, or those from which you have drawn ideas or used information). Entries are double-spaced with a hanging indent and listed alphabetically by author. Make sure any URLs are not underlined by removing the hyperlinks.

Where Else Can I Get Help to Write Papers?

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

- Your professor is here to help. Ask if they would be willing to comment on an outline or draft of your paper.
- The Writing Centre (Library Building, Room 474) is staffed by friendly faculty and is a great resource for students. You can get help at any stage of developing and writing a term paper or assignment. Visit their webpage and book a 30 minute appointment (twice per week) at <http://www.viu.ca/writingcentre/>².
- Reference Librarians can assist you to find resources for your specific topic.
- The library and bookstore have many short, excellent books on how to write a research paper.

Assistance for Legal Courses

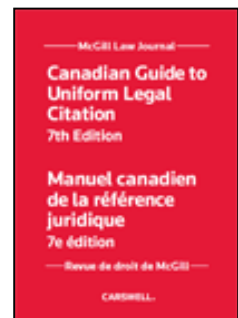
The Criminology program at VIU includes several law-based courses (CRIM 135, CRIM 230, CRIM 330, and CRIM 400). Law schools, law journals, courts, and many other legal sources have adopted the *Canadian Guide to Uniform Legal Citation* which is now in its 8th edition. All papers written for law-based courses must adopt the standards of the Canadian Guide.

Students at VIU are also provided with free access to the online legal resources of Quicklaw™, a division of Lexis-Nexis.

Hints for Making Notes on Legal Cases

When reading cases, it is helpful to write a case brief. This will assist for later studying when you may not have the time to reread entire cases. A case brief sets out the facts, issue, decision, and *ratio decidendi*. The facts should briefly

² The Writing Centre also has “drop-in” hours if you prefer not to make an appointment. See their website for drop-in times.



describe what the case was about, the issue is often clearly set out in the ruling and is often in the form of a question (e.g., is a section of the Charter violated?).

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

Understanding Case Law

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

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

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

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

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

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

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

- The accused's name is Haywood

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

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

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

Criminology Grading Policy

Faculty in the Criminology Department have developed a standard grading policy which generally conforms to VIU's 4.33 grade scale. Students must maintain a minimum program cumulative grade point average (GPA) of 2.00 to successfully complete either a diploma or Bachelor of Arts degree with a major in Criminology.

Letter Grade	Percentage	Description
A+	90 – 100	Assigned to exceptional student work. Content, organization and writing style demonstrate high comprehension of the subject and use of existing literature where appropriate. Shows sound critical thinking, innovative ideas and personal engagement with the topic
A	85 – 89	
A-	80 – 84	
B+	76 – 79	Good performance in areas identified above but may need revision. Writing is generally clear and explicit; topic coverage and comprehension is clearly demonstrated. Good use of existing knowledge on the subject.
B	72 – 75	
B-	68 – 71	
C+	64 – 67	Satisfactory performance and adequate work. Shows fair comprehension of the subject but may have deficiencies in content, style and/or organization of course material. May require greater depth of reading to support key points.
C	60 – 63	
C-	55 – 59	Marginal performance which may include some or all of the following deficiencies: serious flaws in content, organization and writing, poor comprehension of the subject, limited or nonexistent use of research and literature.
D	50 - 54	
F	< 50	Failing work

Any Questions?

If you have questions about the topics covered in this student handbook, please speak with faculty in Criminology. Should there be any issues you would like covered in future versions of this handbook, let us know.