

## Evaluating Resources

Learning Outcome: You can evaluate resource quality and relevance in order to ensure the use of the most appropriate and sophisticated information.

**Instructions: Your class read the WSU Common Reading book, Just Mercy, and you are working on a research paper related to an issue in the book. You've decided to investigate the issue of minors being tried as adults. Your research question is:**

**Should the psychological development of adolescents inform criminal justice policy?**

Your professor wants your paper to be written in academic style, and to include peer-reviewed articles as well as academic books and other sources.

What is your English 101 section number?

[Pull-down menu with choices from 1 to 100]

What is your name? For groups, enter all first and last names.

First name: \_\_\_\_\_

Last name: \_\_\_\_\_

What is your email address? **This will be only be used to send you a copy of the work you do today.** For groups, enter only one email address.

First you will need to be able to identify different types of resources. Four publications are listed below. Based on the information provided, match the publication to its resource type.

Results 1 - 20 of 85 for **Articles, Books, and More**

Sorted by: Relevance ▾

- ☆ **Should the Science of Adolescent Brain Development Inform Public Policy?**  
Steinberg, L  
Issues In Science And Technology, 2012 Spr, Vol.28(3), pp.67-78 [Peer Reviewed]

● **Full text available**

[Access Options](#) [Details](#) [Similar Articles](#) [Availability and Request Options](#) [Times Cited](#)

- ☆ **Juvenile delinquency and the juvenile justice system**  
David R. Goldfield 1944-; Sage Publications.; Sage eReference (Online service); c2007

● **Full text available**

[Access Options](#) [Details](#) [Similar Articles](#) [Availability and Request Options](#)

- ☆ **Extinguishing All Hope: Life-without-Parole for Juveniles**  
Butler, Frank  
Journal of Offender Rehabilitation, 2010, Vol.49(4), p.273-292 [Peer Reviewed Journal]

● **Full text available**

[Access Options](#) [Details](#) [Similar Articles](#) [Availability and Request Options](#)

- ☆ **Do the crime, do the time : juvenile criminals and adult justice in the American court system**  
G. Larry. Mays; Rick Ruddell 1961-; 2012

● **Available at Holland/Terrell Libraries Stacks (KF228.G377 T36 2011 )**

[Availability and Request Options](#) [Details](#) [Browse Library Shelves](#)

[Students will drag and drop the title of the resource into a box according to resource type.]

- Reference work
- Book
- Scholarly article
- Popular/trade/professional article

When you are selecting information sources for your research, it is important to evaluate them. One method you can use is called the CRAAP test, which stands for Currency, Relevancy, Authority, Accuracy, and Purpose.

Below you will find information for 6 sources. For each one, you will see either details about the item, or you will see a link that will take you to view the source on the web. Examine the source and information provided, then determine which source best fits each criteria in the CRAAP test and explain why you selected that source.

*Note: You only need to identify one source for each.*

#### Source 1

**Do the crime, do the time : juvenile criminals and adult justice in the American court system**

G. Larry. Mays; Rick Ruddell 1961-; 2012

● **Check holdings**

[Availability and Request Options](#)

**Details**

[Browse Library Shelves](#)

**Title:** Do the crime, do the time : juvenile criminals and adult justice in the American court system

**Author:** G. Larry. Mays

Rick Ruddell 1961-

**Subjects:** Juvenile justice, Administration of -- United States; Juvenile delinquents -- Legal status, laws, etc. -- United States; Justice, Administration of -- United States; SOCIAL SCIENCE -- Criminology; LAW -- Criminal Law -- Juvenile Offenders; Justice, Administration of; Juvenile delinquents -- Legal status, laws, etc; Juvenile justice, Administration of; United States

**Description:** Adult time for adult crimes -- Understanding the system -- Juvenile crime and This book provides a look at the way the United States is choosing to deal with some of the serious or persistent youth offenders: by transferring juvenile offenders to adult courts. The first juvenile court was created in the United States in 1899. Since then, there have always been provisions in juvenile courts for those rare youngsters who would be more appropriately handled by the adult criminal courts. However, use of this provision was rare until the 1970s. In the 1980s and 1990s, the practice increased, resulting in many youngsters being tried as adults. Has this approach to juvenile crime worked or not? For more than 20 years now, the attitude in some jurisdictions has been "if you're old enough to do the crime, you're old enough to do the time." After two decades of applying this increasingly punitive mindset to juvenile offenders, it is possible to see the actual consequences of transferring more and younger offenders to adult courts. In this book, the authors apply their decades of experience, both in the practical world and from unique research perspectives, to shed light on the influence of public opinion and the political forces that shape juvenile justice policy in the United States. The book uses real-life examples and cases to draw connections between transfer policies and individual outcomes.

Source 2

## Should the Science of Adolescent Brain Development Inform Public Policy?

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**Authors:** [Steinberg, Laurence](#)

**Source:** [Issues in Science & Technology](#). Spring2012, Vol. 28 Issue 3, p67-78. 12p. 5 Color Photographs, 1 Diagram.

**Document Type:** Article

**Subjects:** [NEUROSCIENCES](#)  
[BRAIN -- Physiology](#)  
[NEURAL development](#)  
[GOVERNMENT policy](#)  
[ADOLESCENCE](#)

**Abstract:** The article offers the author's insights on the neuroscience of brain development in adolescents. The author focuses on the societal aspects of adolescent maturation and how the society should treat them. Moreover, he discusses the four structural changes that occur during adolescence period as well the importance of proper timing on the utilization of neuroscience in guiding public policies.

### Images



[Go to all 6 images >>](#)

## Adolescent Development and the Regulation of Youth Crime.

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**Authors:** Scott, Elizabeth S.<sup>1</sup>  
Steinberg, Laurence<sup>2</sup>

**Source:** *Future of Children*. Fall2008, Vol. 18 Issue 2, p15-33. 19p.

**Document Type:** Article

**Subject Terms:** \*YOUTH violence  
\*JUVENILE courts  
\*CRIMINAL law  
\*POLITICAL planning  
\*CRIMINAL liability  
\*LEGISLATIVE bodies  
\*LEGISLATORS

**Abstract:** Elizabeth Scott and Laurence Steinberg explore the dramatic changes in the law's conception of young offenders between the end of the nineteenth century and the beginning of the twenty-first. At the dawn of the juvenile court era, they note, most youths were tried and punished as if they were adults. Early juvenile court reformers argued strongly against such a view, believing that the justice system should offer young offenders treatment that would cure them of their antisocial ways. That rehabilitative model of juvenile justice held sway until a sharp upswing in youth violence at the end of the twentieth century led both public opinion and public policy toward a view that youths should be held to the same standard of criminal accountability as adults. Lawmakers seemed to lose sight of developmental differences between adolescents and adults. But Scott and Steinberg note that lawmakers and the public appear now to be rethinking their views once more. A justice system that operates on the principle of "adult time for adult crime" now seems to many to take too little note of age and immaturity in calculating criminal punishment. In 2005 the United States Supreme Court abolished the juvenile death penalty as cruel and unusual punishment, emphasizing that the immaturity of adolescents made them less culpable than adult criminals. In addition, state legislatures recently have repealed or moderated some of the punitive laws they recently enacted. Meanwhile, observe the authors, public anger has abated and attitudes toward young offenders have softened somewhat. In response to these changes, Scott and Steinberg argue that it is appropriate to reexamine juvenile justice policy and to devise a new model for the twenty-first century. In this article, they propose what they call a developmental model. They observe that substantial new scientific evidence about adolescence and criminal activity by adolescents provides the building blocks for a new legal regime superior to today's policy. They put adolescent offenders into an intermediate legal category—neither children, as they were seen in the early juvenile court era, nor adults, as they often are seen today. They observe that such an approach is not only more compatible than the current regime with basic principles of fairness at the heart of the criminal law, but also more likely to promote social welfare by reducing the social cost of juvenile crime. [ABSTRACT FROM AUTHOR]

Source 4

["Juvenile criminals must be tried as adults"](#) in *The Rebel Yell*  
(Click on the article title above to view the article on the web.)

Source 5

["Sentenced young: The story of life without parole for juvenile offenders"](#) in *Al Jazeera America*  
(Click on the article title above to view the article on the web.)

Source 6

**Putting kids to death: Specifying public support for juvenile capital punishment**

Moon, Melissam. ; Wright, John Paul ; Cullen, Francist. ; Pealer, Jennifera.  
Justice Quarterly, 2000, Vol.17(4), p.663-684 [Peer Reviewed Journal]

● **Full text available**

Access Options   **Details**   Similar Articles   Availability and Request Options

**Title:** Putting kids to death: Specifying public support for juvenile capital punishment

**Author:** Moon, Melissam. ; Wright, John Paul ; Cullen, Francist. ; Pealer, Jennifera.

**Is Part Of:** Justice Quarterly, 2000, Vol.17(4), p.663-684 [Peer Reviewed Journal]

**Description:** Using a statewide sample of 539 Tennessee residents, we explored the extent to which the public supports the death penalty for juveniles. The analysis revealed that a majority of respondents favored juvenile capital punishment, often for young offenders. The respondents, however, were less supportive of juvenile than of adult execution. Most important, as an alternative to juvenile capital punishment, nearly two-thirds of the sample favored life in prison without the possibility of parole (LWOP); four-fifths favored a life sentence with work and restitution requirements (LWOP+W/R). Notably, even among those who endorsed capital punishment for juveniles, a clear majority supported LWOP+W/R. Taken together, these findings reveal that although the public is willing to execute juveniles who commit first-degree murder, they prefer alternative sentencing options that avoid putting youths to death.

**Publisher:** Taylor & Francis Group

**Identifier:** ISSN: 0741-8825 ; E-ISSN: 1745-9109 ; DOI: 10.1080/07418820000094711

Currency: Which source has the most timely information?

Which source best fits this criteria? Why?

*Please include the source number in your response.*

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Relevancy: How important is the information in relation to your topic?

Which source best fits this criteria? Why?

*Please include the source number in your response.*

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Authority: Consider the source of the information.  
Which source best fits this criteria? Why?  
*Please include the source number in your response.*

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Accuracy: How reliable, truthful, and correct is the information?  
Which source best fits this criteria? Why?  
*Please include the source number in your response.*

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Purpose: Why does this information exist?  
Which source best fits this criteria? Why?  
*Please include the source number in your response.*

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**Finally, you will want to consider how you might use any information you find in your own writing. Various sources types are used for different purposes in research and writing. Select two of the sources below (these are the same sources you evaluated on the previous page) and briefly explain how each resource could be used.**

[Images/links for the same sources above will be shown here.]

Provide the title of your first source, and explain how you could use it in your own writing.

Source number: \_\_\_\_\_

How could you use this source? \_\_\_\_\_

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Provide the title of your second source, and explain how you could use it in your own writing.

Source number: \_\_\_\_\_

How could you use this source? \_\_\_\_\_

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What questions do you still have about your research? Record any questions or comments below.

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Concerning your questions/comments, would you like to receive a reply from:

- Your librarian
- Your instructor
- Both
- No one