**CRIME MAPPING**

**FINAL PROJECT**

For your final project in this course, you will create a mock “crime analysis report” for **one** of several crime types in the city of Boston. This report should show off everything you have learned in your class, all the way from your knowledge of theories of crime, your knowledge of where to find data and how to prepare it for analysis, your new mapping and graphing skills, and your knowledge of solutions to crime and disorder problems.

At the end of semester, your final report will have the following components:

1. **A title page**
2. **An introduction to your crime/disorder problem** (this should include a definition of the crime/disorder and some sort of explanation of why we should care about it, e.g. is it a violent crime that is hurting victims? Is it a disorder crime that is reducing quality of life?)
3. **A literature review that succinctly covers (and cites sources for):**
   1. What we know about the causes and consequences of this crime/disorder problem
   2. Theoretical explanations for this crime/disorder problem (e.g what would Routine Activities Theory say about this type of crime? Are there other relevant theories?)
4. **A “methods” section that covers:**
   1. Where you accessed the data you will be using for this analysis
   2. Anything else you had to do to create your maps and charts (e.g. did you have to clean the data? Did you use any other programs or resources to do this analysis?)
5. **An analysis and results section, including:**
   1. At least **two** different maps, made by you
   2. At least **two** charts/graphs (e.g. time and day analyses), made by you
   3. Any other analysis you conducted, e.g. the results of environmental surveys
   4. A written explanation/discussion of what your analysis has revealed about the nature of this crime/disorder problem
6. **A strategy section of proposed solutions to your crime/disorder problem.** Solutions should be based on the findings of your analysis (e.g., if you find that most crimes are happening during the day, then the solution “Increase street lighting at night” probably isn’t helpful) and may be based on solutions that you read about when writing your literature review.
7. **A reference page**. You should cite your sources throughout the paper and include full references in APA format at the end of your paper. Recommended sources include your textbook and any other assigned reading, scholarly literature (accessed through the library), or practitioner resources like reports from the Problem-Oriented Policing Center (<https://popcenter.asu.edu/pop-guides>).
8. **An in-class presentation of what you learned.** This presentation should be brief (5 minutes maximum). Pretend that you are a crime analyst presenting your findings at office roll call or in a city council meeting – you must be brief and to the point, and present only the information necessary to inform your audience about your crime type and what they should do about it.

**CRIME MAPPING**

**FINAL PROJECT AND PRESENTATION RUBRIC**

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| **Category** | **Level 1 (<50%)** | **Level 2 (50-80%)** | **Level 3 (80-100%)** |
| *Written Presentation of Report*  *(10 points)* | The report is unprofessionally presented, lacking a title page and/or consistent formatting. APA citations are incorrect or missing. There may be mechanical errors (spelling and punctuation mistakes, poor grammar). Visuals like maps and charts are sized inappropriately, either too small or too large for the page. | The report is presented professionally but there are areas for improvement. There may be issues with the title page or formatting of the document that make it hard to read and understand. There may be errors in spelling, grammar, or punctuation that detract from the report’s legibility. Maps and graphs are present but are included in the report in a way that disrupts the formatting or makes them hard to interpret. | The report is professionally presented, with a title page, consistent formatting, and proper use of APA in-text and end of report references. The report is easy to read and understand, with few or no mechanical errors (grammar, spelling, and punctuation). All maps and graphs are sized appropriately, using a professional color scheme. |
| *Introduction and Theory*  *(10 points)* | The introduction and theory sections are missing or incomplete. They may be difficult to understand. There is no definition of the crime type, or the definition provided is incorrect. The literature review is insufficient and does not reference course material, scholarly literature, or practitioner guides. There is insufficient description of what is already known about the crime type. | The introduction section is present but may contain some writing errors that make it difficult to read. The definition of the crime type is absent or is incorrect (e.g. not correct for the Boston area). The literature review is present and includes some references to course material, scholarly literature, or practitioner guides, but is in need of more research and support. There is insufficient description of what is known about the crime type. | The introduction section is present and well-written. It includes a definition of the crime type being analyzed and explains why this crime problem is worth analyzing (e.g. the extent or seriousness of the crime, its impact on the Boston area). The literature review includes citations of relevant sources including course materials, scholarly literature, and practitioner guides. The literature review describes what is known about this crime type, which may include its causes, typical offenders, typical targets or victims, etc. |
| *Methods*  *(5 points)* | The methods section is absent or incomplete, with little or no information about the data sources for the analysis. | The methods section is present but is incomplete or contains some errors. Data sources may be incompletely or incorrectly identified. | The methods section is present and the methods are clearly described, including sources for all data used (Boston crime data, map layers, any other sources of map data, any other sources of data for additional analyses). Any changes to the data are described. |
| *Analysis/Results*  *(10 points)* | The analysis and results sections are missing maps or graphs, or the maps and graphs present are not original creations of the author. Maps and graphs may be inappropriately sized or be missing some titles, labels, or legends. Little effort is made to interpret what the maps and graphs say about the crime problem. | The analysis and results sections contain at least two original maps created by the author. Maps may be inappropriately sized or be missing some titles, labels, or legends. The section contains at least two original graphs made by the author, but the graphs may be inappropriately sized or lacking titles and labels. Written interpretation of the results is present but contains small inaccuracies. There is some effort made to explain what the analysis revealed about the crime type. | The analysis and results sections contain at least two original maps created by the author. Maps must be appropriate sized, with all necessary titles, labels, legends, and written interpretation to explain what the maps show. The section contains at least two original graphs made by the author, which must also be appropriately sized and have all titles, labels, and written explanations. The results section clearly explains what the analysis revealed about where and when this crime occurs. |
| *Strategy*  *(10 points)* | The strategy section is missing or is underdeveloped. The strategies suggested are not connected to the analysis results and are too general. The recommendations are not grounded in scholarly or practitioner literature in any way. Very few strategies are offered | The strategy section is present and somewhat developed. The strategies suggested are loosely tied to the analysis results but may be more generic/general. The strategies recommended are not grounded in scholarly or practitioner literature. Very few strategies are offered. | The strategy section is well-developed and closely linked to the analysis results. The strategies suggested are tied to what the analysis shows and are not just generic responses. The strategies recommended are also grounded in scholarly and practitioner literatures or supported by evidence from another jurisdiction. Multiple strategies are offered, drawing on techniques of situational crime prevention, crime prevention through environmental design, and other problem-solving approaches. |
| *In-Class Presentation*  *(5 points)* | The presentation is not within the time restrictions or may be too short. The slides are poorly designed, which may include too much text, small font size, or too much clutter that detracts from the important information. Maps and graphs are missing from the presentation or are too difficult to see/interpret. The presenter’s voice may be too rushed or unclear. The presentation is not tailored to the appropriate audience and is difficult to understand. | The presentation is within the time restrictions. The presenter’s voice may be too fast or unclear. There is an effort toward good slide design, but there is room for improvement in the size of text or the general layout. The presentation may be missing some maps or graphs, or they may be inappropriately sized. The presentation needs more focus on the analysis and strategies, and less focus on background information. The presentation may need better tailoring to a practitioner or community audience, e.g. by reducing use of jargon and explaining results in clear language. | The presentation is within the time restrictions (5 minutes). The presenter’s speaking voice is clear, confident, and an appropriate speed. The slides are uncluttered and well-designed, and the information presented is relevant and useful. The presentation includes two maps and two charts/graphs and focuses on the results of the analysis and the recommended strategies. The presentation is tailored toward a practitioner or community audience. |
| **Total points available: 50** | | | |