

University of North Texas at Dallas
Fall 2014
SYLLABUS

Course Abbreviation/Number/Title/Semester Hrs			
CJUS 4700D CJ Research Methods 3 Hrs			
Department of	Criminal Justice	Division of	Liberal Arts and Life Sciences
Instructor Name:	Dr. Aaron Bartula		
Office Location:	DAL2 #320		
Office Phone:	972-780-3629		
Email Address:	Aaron.bartula@untDallas.edu		
Office Hours:	M 1pm-6pm; T 10am-2pm; W 9am-1pm		
Virtual Office Hours:	<i>Anytime via email, usually will respond within 24 hours</i>		
Classroom Location:	N/A		
Class Meeting Days & Times:	N/A		
Course Catalog Description:	This course is an upper-level undergraduate course designed to explore the basic methods of scientific inquiry with an emphasis on the research design and implementation. Topics include causation, the relationship between independent and dependent variables, research ethics, experimental and non-experimental designs, validity and reliability, and threats to internal and external validity. Additional topics include survey methods, qualitative research, <i>verstehen</i> , participant observation, and secondary data analysis.		
Prerequisites:	Minimum 18 Criminal Justice and 12 hours of Criminal Justice core completed		
Co-requisites:	None		
Required Text:	Hagan, F. E. (2011) <i>Essentials of Research Methods in Criminal Justice and Criminology</i>. Prentice Hall. (3rd ed.)		
Recommended Text and References:	This is an intensive course. Students in this class are highly encouraged to acquire additional resources such as the APA handbook, scholarly literature, other textbooks and web notes for reference and assistance.		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com		
Course Goals or Overview:			
	<ul style="list-style-type: none"> • To learn and have fun in the process. • Gain knowledge of designs and methods used by social scientists to conduct research. • To introduce the student to research and theories that are relevant to understanding crime and deviant behavior in the 21st Century. • To increase our understanding of research methods and how this impacts ourselves and society as a whole. • Critique peer-reviewed journal articles to gain in-depth knowledge of issues related to the correctional offender population. • Develop critical thinking skills by exploring ideas presented in journal articles. • Encourage students to value different ideas, perspectives, cultures, and viewpoints. 		

Learning Objectives/Outcomes: At the end of this course, the student will	
1	Be able to understand and define the key terms needed to conduct research in criminal justice, i.e., the researchese.
2.	Differentiate between ethical and unethical research. Cite examples of unethical research and explain why they are unethical.
3.	Be able to identify the research methods and data gathering strategies suited to particular types of research.
4.	Be able to know the key components of experimental designs and identify the threats to internal and external validity.
5.	Demonstrate the ability to critically analyze peer-reviewed journal articles
6.	Be able to understand and apply important concepts needed to conduct research in criminal justice and criminology like operationalization, independent and dependent variables, and cause and effect.
7.	Be able to identify the strengths and weaknesses of various data gathering strategies and research methods.
8.	Be able to point out the different threats to internal and external validity in peer-reviewed articles and explain how they weaken the study.
9.	Be able to construct a survey
10.	Learn to evaluate and value different ideas, perspectives, cultures and viewpoints by developing a sense of empathy toward research conducted by others in the field of criminal justice and criminology. This can be done by critiquing peer-reviewed articles.

Course Outline:

Please note that this is a tentative schedule of readings. The instructor may modify this to accommodate speakers, films, more discussion, etc. You will be notified immediately of any changes.

Date	Readings	Issues of Discussion	Tests & Assignments
August 25 – August 31	Syllabus Hagan Ch 1	Introduction/Syllabus Theory and Method Qualitative v. Quantitative Concepts, operationalization and variables	Quiz 1 (Chapter 1)
September 1- September 7	Hagan Ch. 2	Ethics In CJ Research The Researcher's Role Confidentiality Institutional Review Boards Weinstein Decision	Film: Stanford Prison Experiment Discussion 1
September 8- September 14	Hagan Ch. 3	Experimental Designs The Classical Experimental Design Posttest-Only Control Group Design Solomon Four Group Design Research Design: Internal Validity; Causality Rival Causal Factors External Validity	Quiz 2 (Chapter 3)
September 15 – September 21	TEST 1 (100 Points) (Chapters 1, 2, & 3)		
September 22 - October 5	Hagan Ch 4	Official Data and Secondary Data: Use of Official Statistics UCR and NIBRS	Quiz 3 (First part of Chapter 4)
October 6 – October 12	Hagan Ch 8	Major Types of Unobtrusive Measures Personal Documents and Biographies Content Analysis	Discussion 2
October 13 - October 26	Hagan Ch 4 Hagan Ch 5	Sampling: Probability Samples & non-probability samples	Quiz 4 (Sampling & Chapter 5)

		Survey Research Questionnaire Construction Follow-up & Remuneration Measures of Internal Consistency	
October 27 – November 2	TEST 2 (100 Points) (Chapters 4, 5, & 8)		
November 3 – November 9	Hagan Ch 6	Survey Research: Interviews (+)'s and (-)'s of Interviews; National Crime Victimization Survey Controlling for Error in Victim Surveys	Discussion 3
November 10- November 16	Critique of journal articles due (50 Points)		
Week of November 17	<i>Thanksgiving</i>		
November 24- November 30	Hagan Ch 7	Participant Observation: Types of Participant Observation; Tips on Participant Observation	Film: <i>Donnie Brasco</i> Discussion 4
December 1- December 5	Hagan Ch 9	Validity and Reliability: Ways of Determining Validity; Split-Half Techniqu	Quiz 5 (Chapter 9)
December 6 - December 8	Final Exam (100 Points) (On Chapters 6, 7, & 9)		

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – Tests will be due on September 21st and on November 2nd. The final examination will be due on December 8th. They will have a varied format that may include multiple-choice, matching, true/false, and essay answers.

Discussions – Threaded Discussion Posts

All students are required to fully respond to nine discussion post topics. The responses must be detailed and show a familiarity with the assigned reading (**a minimum of 300 words**). Additionally, everyone must comment on a minimum of **two** other student responses. Students may respond to more than two student responses, but are required to respond to a minimum of two. Students may either reply to a comment/question or initiate a comment/question; but **there must be at least two meaningful follow-up comments**. These **must** reflect that you have a familiarity with the material. Some students provide very well-thought-out, comprehensive answers to each question, along with thoughtful responses to other student

answers. However; many students provide only a cursory answer (2 or 3 lines) for their initial response and follow-up with “I agree....” Or “I disagree....” responses to other student answers. This is not acceptable. I expect to see a **substantive response**.

The discussion posts are to be both thorough and thoughtful discussions. Also, the posts are to reflect the student’s ideas. Small amounts of material can be quoted from our texts (properly documented), but only if necessary to make a point. **Please do not cut and paste** material from either the Internet or other students and try to pass this off as your own on the discussion posts. This is a form of plagiarism and will be treated as such. Any “suspicious” posts will be immediately submitted to **Turnitin.com**. If you have reason to believe that another student has plagiarized part of his or her discussion post, please bring this to my attention immediately.

Discussion question posts and responses will count as **15%** of your overall grade. You will not only be graded on your original post but also on the level of interaction you have with other students. Try to engage students who may not be as active. Also, do not just chat with the same people.

On the discussion boards, I ask that you be considerate of others in your comments and responses. The written word has an impact that cannot be softened by intonation, facial expression, or body language. Think before you write and read what you wrote before hitting the “send” or “post” button to be sure that your intended meaning will not be misunderstood and that you have been considerate of the feelings of others. You will be graded by how professional you are in interacting with others.

It is very important that you, as well as your classmates, post your discussions on a timely basis because timely submission by all will result in more interactions and better discussions, which will further develop your critical thinking and analytical skills. If you do not post a discussion within the timeframe expected, there will be no opportunity for you to have a meaningful interaction with your peers. Therefore, you will receive a “**zero**” for this assignment. There are four discussion assignments. You will be required to complete all of these.

Late assignments will not be accepted. Please be sure to keep track of when assignments are due. Please see Appendix 2 to follow the discussion rubric so that you understand how your discussions will be graded.

Quizzes – There will be 5 quizzes throughout the semester that will help the students to learn the material and prepare for their exams.

Survey Construction: Students are required to construct a survey containing 10 questions on a research topic of their interest using the knowledge gained from the course on how to frame questions. This survey should be designed in a way that it can be handed out to potential subjects.

Term Paper – Students will be required to review and critique two quantitative peer-reviewed journal articles. The guidelines for reviewing the articles will be handed out to the students. Please follow the writing rubric in Appendix 1 to understand how you are required to write the paper.

Grading Matrix:

Test #1	100	(20%)
Test #2	100	(20%)
Final Exam	100	(20%)
Quizzes	50	(10%)
Term Paper	50	(10%)
Discussion	100	(20%)
Total	500 Points	(100%)

Grade	%	Points
A	90-100	(450-500)
B	80-89.9	(400-449)
C	70-79.9	(350-399)
D	60-69.9	(300-349)
F	0-59.9	(0-299)

University Policies and Procedures

The University of North Texas at Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNTD. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class. **If 70% or more students complete the SETE before the week of the final examinations, the entire class will be rewarded 1%, which is 5 points out of a total of 500 points as extra credit.** Students do not need to submit to me any proof that they have completed the SETE. Professors are informed about the number of students completing the SETE by the University.

Assignment Policy: The term paper must follow the APA citation style. The research paper will have to be submitted through turnitin.com (on Blackboard) on the due date. The research paper must contain less than 20% matching. Students are advised to turn in their papers several times before the due date to check for plagiarism. After the due date, a "zero" will be assigned to those students who have a high level of matching (more than 20%) on the originality report in turnitin.com. Papers will be graded on the turnitin.com website using grade mark. Students are advised to look up the comments on Grademark once the grades are posted and discuss with the professor. The final version of the term paper must also be **e-mailed to the professor**. It is advisable that students closely follow the instructions on how to do their assignment as well as the writing rubric in Appendix 1 of this syllabus to effectively write their papers and also understand how their papers will be graded. Using the UNTD Writing Center is strongly encouraged.

Exam Policy: Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at <http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic%20Integrity.pdf> for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas' main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.

Optional Policies:

1. General Statement Concerning Course Content

The class runs from August 25th to December 5th (2014) in terms of classroom materials. As such, you are responsible for meeting deadlines and contacting the professor in emergencies. When the calendar runs out, so does class. Should you fail to perform adequately during the semester, it is not the professor's responsibility. There are no papers to bring grades up or additional research to make up for performance or lack thereof. Consider this class your "learning" job. If you were late for work, did not meet deadlines and did shoddy work on a project, what would happen to you at your job? Same goes here.

2. Legal Advice

In my capacity as the instructor of record for this course, it would create a potential conflict of interest if I were to render legal opinions regarding specific circumstances. As such, if you have questions of a legal nature, please seek appropriate legal advice. The student legal services website is <http://studentlegal.unt.edu/>. You can also get referrals from the Dallas Bar Association if you live in Dallas County (<https://www2.dallasbar.org/referral/>) and through the State Bar of Texas referral service for outside of Dallas County (http://www.texasbar.com/AM/Template.cfm?Section=Other_Lawyer_Referral_Services). There are also clinical programs at SMU and Texas Wesleyan University law schools that might be beneficial resources.

APPENDIX 1
CJUS 4700
WRITING ASSIGNMENT RUBRIC

	0-69	70-89	90-100	POINTS
Content & Development 60 pts	<p style="text-align: center;">Poor</p> <ul style="list-style-type: none"> - Content is incomplete. - Major points are not clear and /or persuasive. Responses to the questions are vague and unclear. Major concepts are not clearly identified, operationalization is unclear, and there is a confusion between independent and dependent variables. Threats to validity are not identified and explained clearly. 	<p style="text-align: center;">Fair</p> <ul style="list-style-type: none"> - Content is not comprehensive and /or persuasive. - Major points are addressed, but not well supported. - Research is inadequate or does not address course concepts. - Major concepts are identified, operationalization of the concepts are not demonstrated correctly, variables are clearly identified, threats to validity are identified, but not explained clearly. 	<p style="text-align: center;">Good</p> <ul style="list-style-type: none"> - Content is comprehensive, accurate, and persuasive. - Major points are stated clearly and are well supported. - Research is adequate, timely and addresses course concepts. - Content and purpose of the writing are clear. - Major concepts are identified, operationalization of the concepts are demonstrated correctly, variables are clearly identified, threats to validity are identified and their application to the peer-reviewed articles explained clearly. 	
Organization & Structure 10 pts	<p style="text-align: center;">Poor</p> <ul style="list-style-type: none"> - Organization and structure detract from the message of the writer. - Paragraph is disjointed and lack transition of thoughts. 	<p style="text-align: center;">Fair</p> <ul style="list-style-type: none"> - Structure of the paragraph is not easy to follow. - Paragraph transitions need improvement. 	<p style="text-align: center;">Good</p> <ul style="list-style-type: none"> - Structure of the paragraph is clear and easy to follow. 	
Format 10 pts	<p style="text-align: center;">Poor</p> <ul style="list-style-type: none"> - Paper lacks many elements of correct formatting. - Paragraph is inadequate/excessive in length. Articles not cited properly as per the APA style; More than 5 mistakes in citation. 	<p style="text-align: center;">Fair</p> <ul style="list-style-type: none"> - Paper follows most guidelines. - Paper is over/ under word length. - Articles not cited properly as per the APA style; 1- 5 mistakes in citation. 	<p style="text-align: center;">Good</p> <ul style="list-style-type: none"> - Paper follows designated guidelines. - Paper is the appropriate length as described for the assignment. Articles cited properly in the APA style. 	
Grammar, Punctuation & Spelling 20 pts	<p style="text-align: center;">Poor</p> <ul style="list-style-type: none"> - Paper contains numerous grammatical, punctuation, and spelling errors. - Language uses jargon or conversational tone; use of contractions and first person. 	<p style="text-align: center;">Fair</p> <ul style="list-style-type: none"> - Paper contains few grammatical, punctuation and spelling errors. - Language lacks clarity or includes the use of some jargon or conversational tone, use of contractions and first person. 	<p style="text-align: center;">Good</p> <ul style="list-style-type: none"> - Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear and precise; sentences display consistently strong, varied structure. 	
TOTAL POINTS				

APPENDIX 2
CJUS 4700
STUDENT INFORMATION SHEET

NAME: _____

HOBBIES: _____

PLANS AFTER GRADUATION/CAREER GOALS:

PLEASE SIGN BELOW:

I HAVE READ A COPY OF THE CLASS SYLLABUS AND HAVE UNDERSTOOD THE CONTENT. I AGREE TO COMPLY WITH THE REQUIREMENTS OF THIS SYLLABUS AND THE DISCIPLINARY RULES OF THIS CLASS SO THAT ALL STUDENTS CAN PURSUE AN EDUCATION WITHOUT DISRUPTION OR INTERFERENCE OF THE TEACHING/LEARNING PROCESS.

I ALSO AGREE TO SUBMIT MY PAPERS TO TURNITIN.COM TO CHECK FOR PLAGIARISM.

X _____
(SIGN AND DATE)