University of North Texas at Dallas
Fall 2016
SYLLABUS for Distance Learning

CJUS 5700 Evaluation and Research Methodologies (3hr)

Department of	Criminal Justice	School of Liberal Arts and Sciences

Instructor Name:	Paul D. Reynolds, PhD
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Office Hours:	Via appointment or virtual meeting via Zoom may be scheduled
Virtual Office Hours:	Via email (usually respond within 24 hours weekdays, 48 hours on weekends

Classroom Location:	Online
Class Meeting Days & Times:	Online

Course Catalog Description:	Quantitative and qualitative methods of gathering and analyzing data on crime and the justice system, with special attention devoted to evaluation methods.

Prerequisites:	None, Graduate Level Course

Required Text:	Title	Research Methods for Criminal Justice and Criminology, 7th ed.
	Author(s)	Michael G. Maxfield and Earl R. Babbie
	ISBN	978-1-285-06784-1
	Publisher	Cengage Learning

Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com

Course Goals or Overview: The goals of this course are as follows:
Quantitative and qualitative methods of gathering and analyzing data on crime and the justice system, with special attention devoted to evaluation methods.

Learning Objectives/Outcomes: At the end of this course, students will be able to:	
1	Critically evaluate quantitative, qualitative, and mix-methods research findings.
2	Identify major research studies that affected the criminal justice systems.
3	Critically evaluate the ethical nature of a proposed research study.
4	Design an ethically sound research study that uses the scientific method to answer a research question in the field of criminal justice
5	Students will learn to solve research questions through valid research design and statistical analysis

Online Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Schedule	Module Topics	Activities	Due Date (By Midnight)
WEEK ONE August 22-August 28	**Module 1:**	Readings Chapter 1 & 2	NA
		Week 1 Quiz	AUG 28
		Module 1 assignments (ALL)	AUG 28
		Discussion Board 1: Introduction	**AUG 23**
	Proposal:	*Topic (research Proposal)*	AUG 28
WEEK TWO August 29-September 4	**Module 2**	Readings Chapter 3 &4	NA
		Week 2 Quiz	SEPT 4
		Module 2 assignments (ALL)	SEPT 4
		Discussion Board 2	**AUG 31**
	Proposal:	*References/ Bibliography*	SEPT 4
WEEK THREE September 5- September 11	**Module 3**	Readings Chapter 4 & 5	NA
		Week 3 Quiz	SEPT 11
		Module 3 assignments (ALL)	SEPT 11
		Discussion Board 3	**SEPT 7**
	Proposal:	Introduction (proposal)	SEPT 11
WEEK FOUR September 12- September 18	**Module 4**	Readings Chapter 6 & 7	NA
		Week 4 Quiz	SEPT 18
		Module 4 assignments (ALL)	SEPT 18
		Discussion Board 4	**SEPT 14**
	Proposal:	*Literature Review (proposal)*	SEPT 18
WEEK FIVE September 19- September 25	**Module 5**	Readings Chapter 5 &6	NA
		Week 5 Quiz	SEPT 25
		Module 5 assignments (ALL)	SEPT 25
		Discussion Board 5	**SEPT 21**
	Proposal:	*Methods section (proposal)*	SEPT 25
WEEK SIX September 26- October 2	**Module 6**	Readings Chapter 5 &6	OCT 2
		Week 3 Quiz	OCT 2
		Module 3 assignments (ALL)	OCT 2
		Discussion Board 6	**SEPT 28**
	Proposal:	Discussion section (proposal)	OCT 2
WEEK SEVEN October 3-October 9	**Module 7**	Readings Chapter 5 &6	OCT 9
		Week 3 Quiz	OCT 9
		Module 3 assignments (ALL)	OCT 9
		Discussion Board 7	**OCT 5**
WEEK EIGHT October 10-October 16	**Module 8**	Readings Chapter 5 &6	OCT 14
		Week 3 Quiz	OCT 14
		Module 3 assignments (ALL)	OCT 14
		Discussion Board 8	**OCT 12**
		Research proposal (Final Draft)	**OCT 10**
		FINAL EXAM	**OCT 15**

Course Evaluation Methods

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

Final Exam – *written tests administered via Blackboard designed to measure cumulative knowledge and application of presented course module material.*

Quizzes - *written quizzes will be administered via Blackboard designed to measure knowledge and application of the week's presented material and to adequately prepare the student for the final exam.*

Module Assignments/ Learning Exercises – *various types of activities will be used to insure student has working knowledge of subject material and is able to apply concepts written essay designed to begin the process of constructing a research proposal.*

Research Proposal – *written assignment designed to culminate in the course material and test the student's ability to critically analyze said material.*

Final Research Proposal Grading Rubric	(90 -100pts) Exceptional	(89- 80pts) Effective	(79-70pts) Acceptable	(69- 60pts) Minimal
Background	The student provides an excellent background to their research, clearly setting it in context. The student clearly establishes the rationale for their research (i.e., how their research will be an original contribution that will add to the research/evidence base and inform policy/practice). Research questions and/or hypotheses are clearly stated, and these clearly follow from theory and/or previous research. The student has chosen an appropriate theoretical framework for their research.	The student provides a good background to their research, setting it in context fairly adequately. The student provides a rationale for their research, but this is not as strong/convincing as it could be. The student clearly states their research questions and/or hypotheses, but it is not fully clear how these follow from theory and/or previous research.	The student provides some background to their research project, but more information is needed to set it into context. The student does not adequately explain how their research fits with the existing evidence base and/or theory and/or fails to highlight the social importance of the topic (i.e., no clear rationale has been provided). The research questions and/or hypotheses are adequate and logically follow from the background information.	The student provides limited to background to their research project. The student does not adequately explain how their research fits with the existing evidence base and/or theory and/or fails to highlight the social importance of the topic (i.e., no clear rationale has been provided). The research questions and/or hypotheses are not clearly stated ***AND/OR*** they do not logically follow from the background information.
Organization of facts & details supporting thesis	Paper is well organized and flows easily for the reader. Statements are fully supported. All facts and details supports the thesis. Reference used strategically and effectively.	Paper is organized. It reveals facts & details from research. Most information supports the thesis. Reference used efficiently.	Some organization issues. Several points are redundant. Not all statements support the thesis. Minor use of sources or not effectively used.	Writing is aimless and disorganized. Statements do not support the thesis. References are old are not relevant to the topic.
Interpreting, Analyzing, & Critical Thinking	Author has a distinct and original voice. Author demonstrates commanding subject knowledge. Author strongly demonstrates critical thinking.	Writing mostly sounds distinct. Some personal connections made to the topic. Paper reflects research information reported in author's writing style.	Writing is bland and mechanical. Very limited original thoughts or critical thinking applied. There is little attempt to make personal connections.	Several portions of the paper sounds as if the researcher is regurgitating other peoples' words. Not providing original insights.
Conventions & APA format	Author used correct APA format and paragraph form- grammar, capitals, and punctuation. There is evidence of concise proof reading.	Author made very few errors. Author used correct APA format and paragraph form- grammar, capitals, and punctuation. There is evidence of some proof reading.	Several APA and Grammatical errors distracted the reader. Lack of proof reading apparent.	Author made many writing and APA format errors. The number of errors suggests no proof reading.
References	References is impeccably written and follows APA format. Author had 10 or	Very minor errors. Author followed the handout and had 10 or more sources. It looks professional	Reference is ok. Several errors or did not follow all the source requirements for paper.	Major APA format issues. The author did not reference all materials.

more credible sources. It looks professional				

BlackBoard Postings– *weekly participation in on-line discussions via Blackboard.*

BlackBoard Posting Grading Rubric	Exceptional	Effective	Acceptable	Minimal
Quality and Thoroughness of Response	4pt	4pt	2pt	1pt
Grammar and Sentence Structure	4pt	3pt	2pt	1pt
Quality of Response to Peers (2 responses; 1pt each)	2pt	1.5pt	1pt	.05pt

Grading Matrix:

Activities/Assignments	Value (points)
Research Proposal	200
Research topic	5
Reference/Annotated Bibliography	10
Introduction	15
Literature review	20
Methods	30
Discussion	20
Final Proposal (complete)	100
Module Assignments (8 modules@ 25pts)	200
Weekly Quizzes (8 Quizzes @ 40 pts)	320
Discussion Board (8 DB's @ 10 pts)	80
Final Exam	200
Total:	**1000 pts**

Grade Determination
A = 90% or better (900 pts or better)
B = 80 – 89 % (800-899 pts)
C = 70 – 79 % (700- 799 pts)
D = 60 – 69 % (600-699 pts)
F = less than 60% (599 pts or less)

No discussion about grades/points will be done through the internet or with anyone other than the student (FERPA law). Please make an appointment and I will happily discuss them or other concerns.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members

have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:
Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. 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 students' evaluations to be an important part of your participation in this class.

Assignment Policy:

Discussion Board Posts. There will be (8) discussion posts for this course worth 10pts each (see rubric). 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. This is a graduate level course and I expect to see a substantive response. 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 eight 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.

Research Proposal.. Students will select a topic of inquiry based on their own interests and design a research study to examine a particular research question. The proposal must follow proper conventions of social science research as discussed in class. The research proposal will be completed in sections to provide students the opportunity to correct deficiencies and enhance the overall quality of the proposal. Expectations for the sections and examples will be provided in BlackBoard. The proposal should be about 10-12 pages in length not including title, abstract, and references (see rubric for grading criteria). *The final copy of the Research Proposal must include the following information:*
   1) Title page
   2) Introduction
   3) Literature Review
   4) Proposed Methods
   5) Conclusion (i.e., Expected Findings)
   6) And an added Reference page using **Proper APA citation!!!** *(Use the resources made available for APA).*
The completed research proposal will have to be submitted through turnitin.com (on Blackboard) on the due date. The research paper must contain less than 15% 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 10%) 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 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.

Work assignments/activities. Each week there will be multiple assignments and activities that correspond and supplement the assigned readings. Assignments are graded individually as completed (1pt) or not (0pts). **ALL exercises must be completed to receive full credit (25 points) for the week**. **As a general rule, late assignments will not be accepted.**

Exam/Quiz policy. There will be an on-line quiz every week (8) and a cumulative final exam at the end of the course. Both may consist of multiple choice, true-false, fill-in-the-blank, short answer, and essay questions. Questions will come from assigned readings, lecture, and learning activities.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.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf
for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection*:* Students are required to submit their **research proposal** for this class to Turnitin, a web-based plagiarism detection service. Before submitting your paper to Turnitin, please remove your title page and other personal information. **Any paper that is not submitted to Turnitin prior to submission to the instructor will not be accepted by the instructor and will not be graded**.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom 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 the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. 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 Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- http://www.untdallas.edu/dlit/ecampus/requirements
- https://blackboard.secure.force.com/publickbarticleview?id=kAB700000008Oom
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html