

Syllabus

MISSISSIPPI VALLEY STATE UNIVERSITY

| | |
|---|---|
| Academic Term and Year | Fall 2019 |
| Course Prefix and Number; CRN | CJ488_01/10465 |
| Course Title | Research Methods |
| Days, Time and Location of Class Meeting | TR: 11:00 a.m.-12:15 p.m., Social Science Bldg., Room 18 |
| Instructor's Contact Information | |
| Name: | Rochelle Cobbs, Ph.D. |
| Office Location: | Social Science Building—Office "Research" |
| Office Hours: | M: 1:00 p.m. - 5:00 p.m. T: 9:30 a.m. – 10:30 a.m.; 12:30 p.m. – 2:30 p.m. R: 9:30 a.m. – 10:30 a.m.; 12:30 p.m. – 2:30 p.m. |
| Office Phone Number: | 662.254.3133/3364 |
| E-Mail Address: | recobbs@mvsu.edu |
| Course Prerequisites | None |
| Catalog Course Description | This course is an introductory course to research methods in criminal justice. Experiments, surveys, field research, unobtrusive research evaluation, and analysis are examined. (3 credit hours) |
| Course Learning Objectives [CLO] | <p>Upon completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss why knowledge of research methods is valuable to criminal justice professionals; 2. Evaluate the characteristics, purposes, benefits, strengths and weaknesses of research methods; 3. Differentiate between quantitative, qualitative, mixed methods, and evaluative research methods and what types of research questions can be answered with each method; 4. Differentiate between ethical and unethical research practices; 5. Evaluate data collection and analysis strategies based on the characteristics of the research design; 6. Interpret and critique existing criminological/social research; and 7. Prepare a scholarly research proposal. |
| Program Learning Outcomes [PLO] | <p>Upon completion of the undergraduate program in criminal justice, the student should demonstrate understanding of the:</p> <ol style="list-style-type: none"> 1. Crime issues, trends, and basic legal principles in America; 2. The social, economic and political forces that |

| | |
|------------------------------|---|
| | <p>influence the definition and response to crime in America; and</p> <p>3. The history, development and operations of the criminal justice system.</p> |
| Required textbook(s): | <p>Required Text(s): Maxfield, M.G., & Babbie, E.R. (2018). Research methods for criminal justice and criminology (8th ed.). Boston, MA: Cengage Learning. ISBN: 13: 978-1-337-09182-4</p> <p>Feree, C.W., & Pfeifer, H. (2018). Write & Wrong: Writing within criminal justice (2nd ed.). Jones & Bartlett Learning. ISBN: 978-1-284-112993</p> |
| Course Requirements | <p>A. Examinations: There will be a minimum of three (3) examinations, each worth 100 points. Each exam will have approximately 50 questions (e.g., multiple choice, true/false, essay). Each exam will encompass only the materials analyzed during that portion of the course.</p> <p>If a student finds it unavoidable to be absent from an examination, makeup exams are to be scheduled with the instructor and will only be given to students with excused absences (i.e., death of someone close, hospitalization of oneself or one's child, or a spouse, etc.) Expect such tests to be more challenging than regularly scheduled exams.</p> <p>B. Assignments: Students will have four (4) Assignments.</p> <p>1. Assignment 1. Assignment 1 consists of students completing training about protecting human research participants. Students are responsible for completing online training provided by the National Institute of Health on conducting research with human subjects.</p> <p>This assignment is worth 25 points.</p> <p>Instructions include:</p> <p>(1) Go to http://phrp.nihtraining.com/users/login.php or Google "Protecting Human Research Participants."</p> <p>(2) Register to participate in the training</p> |

(i.e., enter email and create password).
Once registered, begin with the
“Introduction” module.

- (3) The training will take approximately 1-3 hours to complete.
- (4) After completing the training, you will receive a certificate. Print out the certificate, and turn it in to your Professor (Dr. Rochelle Cobbs) on or before **September 12, 2019**.

LATE SUBMISSIONS WILL NOT BE ACCEPTED.

- 2. Assignment 2.** Assignment 2 consists of students critiquing criminological/statistical peer reviewed article (1 page critique/summary). **This assignment is worth 25 points and is due October 19, 2019.**
- 3. Assignment 3:** This assignment (Peer-Review Project) is a peer review process among students enrolled in the course. (Please refer to the peer review project-grading rubric of the course syllabus for more information). **The due date for this project is November 21, 2019. This project is worth 25 points.**

Students are to exchange papers and provide feedback to two other classmates' projects.

When giving feedback, use the following Criteria (**Please refer to the grading rubric for Peer Review Project**):

- Identify the strengths of the work first. Comment on the linkage of the topic to the course, the method of applying coursework to practice, and the use of research and theory to form the scaffolding for the work.
- If indicated in your opinion, identify an area or areas that would benefit from expansion or clarification. When doing this, use the "I" viewpoint. For example, "I believe that you can also think about

cyber crime by distinguishing applicable substantive law, procedural law, and jurisdictional law, and to distinguish between reactive, preemptive, and preventative strategies. I understand what you have stated about the two types of substantive cyber crime law: computer misuse and traditional crime. However, can you please elaborate on the two and provide examples. In addition, I believe that a recent article will be of interest to you (i.e., Kerr, 2005), please see attachment. Note: This critique is positive, professional, and identifies what the learner would like to learn about in greater depth. The author of the work, however, has options when responding to this feedback. For example, he or she may say, "Thanks for the insights. I really did not think about distinguishing applicable substantive law, procedural law, and jurisdictional law concerning cyber crime. Therefore, I think I will take a look to see how to weave that into the material." Or, the author may reply with something like, "I see your point. I have to say, though, that my whole focus for this paper is to ... Thanks for your input."

With this peer feedback, the objectivity that comes with "fresh eyes" viewing one's work can add clarity to the next step in completing the work. Remember, all written work is in draft form. It can be revised and strengthened, and this is an important element of the self-reflection process. In addition, the instructor will also provide feedback to learners' paper.

- 4. Assignment 4 (Research Proposal):** Students are required to write a research proposal on any contemporary criminal justice topic. Such topics must first be discussed with the instructor for approval. Note that the professor (Dr. Cobbs) must approve your topic before you proceed. In particular, Dr. Cobbs may limit the number of students who are writing on the same or closely related topics.

| | |
|--|--|
| | <p>The paper is to follow the APA style and must be between ten (10) to fifteen (15) typed double spaced pages, excluding title and reference pages. For information on APA style/format, please reference the APA (6th ed.) Manual or students can the APA website at www.apa.org. In addition, the course paper must consist of a minimum of eight (8) different citations/sources, including peer reviewed articles, books, etc. (Note: Wikipedia sources cannot be used as a source in this paper).</p> <p>Also, before the instructor (Mrs. Cobbs) assess/grade students' papers, the papers have to be submitted via turnitin.com</p> <p>The research proposal is due on or before December 5, 2019.</p> <p>Please note that plagiarism (the act of incorporating material that comes from another author without citing the source) is the most serious intellectual fraud and must be avoided. Any act of plagiarism will result in at least a failing grade for the assignment(s) and/or course. (The research proposal is worth 75 points— Please see attached research proposal rubric)</p> <p>*Note: All papers (including projects) must be typed, double-spaced and in APA format, 6th edition.</p> |
| <p>Class attendance policy:</p> | <p>Each student should be aware of Mississippi Valley State University's attendance requirements as reflected in its catalogue and that repetitive non-attendance could result in dropping the student from the course. Consistent and punctual class attendance is required. Tardiness is not acceptable unless bona fide excuses are provided.</p> |
| <p>Submission of Work:</p> | <p>The first week begins the first day of the term. Scheduled assignments MUST be completed and successfully submitted when requested by instructor by the due dates and times.</p> <p>NO opportunities will be available for making up class activities or assignments if students do not have a bona fide excuse.</p> |

| | |
|-------------------------------------|--|
| | All course-writing assignments have to be submitted in APA format (6 th edition). |
| Make-up examination policy: | Make-up examinations maybe scheduled only if a student can demonstrate (with supporting documents) the occurrence of an unavoidable event (sickness, accident, death, etc). |
| Course Drops/Incompletes: | <p>Students not completing the course for any reason are required to submit official drop notices to the Registrar's Office prior to the deadline date. This is your responsibility. Failure to comply with the procedure <u>WILL</u> result in you receiving a letter grade of "F" or "UF."</p> <p>Also, if for any reason you decide to withdraw from the university at any time, please withdraw properly. Not officially withdrawing from the university may impact your financial aid and result in you owing the university.</p> |
| Cheating and plagiarism policy: | <p>Cheating in any fashion will not be tolerated, including but not limited to plagiarizing another's words, work or ideas on individual class assignments.</p> <p>To address the situation of plagiarism, the University has implemented <i>Turnitin</i> to fight plagiarism and improve reading, writing, and research skills. <i>Turnitin</i> is a comprehensive plagiarism prevention system that lets faculty quickly and effectively check all students' work. Results are based on exhaustive searches of billions of pages from both current and archived instances on the Internet.</p> <p>Plagiarism will result in at least a failing grade for the assignment(s) and/or course.</p> |
| Teaching/Learning Strategies | The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: class discussion, online activities, assigned readings, and/or individual projects. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, and submit assignments and be prepared to discuss what they have read. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity. |
| Evaluation Procedures | |

| <table border="1" data-bbox="188 338 667 644"> <thead> <tr> <th colspan="3">Performance Standards/Grading:</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>450-500</td> <td>90%</td> </tr> <tr> <td>B</td> <td>400 – 449</td> <td>80%</td> </tr> <tr> <td>C</td> <td>350 – 399</td> <td>70%</td> </tr> <tr> <td>D</td> <td>300 – 349</td> <td>60%</td> </tr> <tr> <td>F</td> <td>299 - Below</td> <td>50%</td> </tr> </tbody> </table> | Performance Standards/Grading: | | | A | 450-500 | 90% | B | 400 – 449 | 80% | C | 350 – 399 | 70% | D | 300 – 349 | 60% | F | 299 - Below | 50% | <table border="1" data-bbox="769 327 1382 890"> <thead> <tr> <th>Assessments</th> <th>Points</th> <th></th> </tr> </thead> <tbody> <tr> <td>Exams</td> <td>3 @ 100</td> <td>300</td> </tr> <tr> <td>Quizzes</td> <td>5 @ 10</td> <td>50</td> </tr> <tr> <td>Assignment 1 (Training Conducting Research with Human Subjects)</td> <td>1@25</td> <td>25</td> </tr> <tr> <td>Assignment 2 (Critique of criminological/ statistical peer reviewed article)</td> <td>1@25</td> <td>25</td> </tr> <tr> <td>Assignment 3 (Peer-Review Project)</td> <td>1@25</td> <td>25</td> </tr> <tr> <td>Assignment 4 (Research Proposal)</td> <td>1 @ 75</td> <td>75</td> </tr> <tr> <td>Total</td> <td></td> <td>500</td> </tr> </tbody> </table> | Assessments | Points | | Exams | 3 @ 100 | 300 | Quizzes | 5 @ 10 | 50 | Assignment 1 (Training Conducting Research with Human Subjects) | 1@25 | 25 | Assignment 2 (Critique of criminological/ statistical peer reviewed article) | 1@25 | 25 | Assignment 3 (Peer-Review Project) | 1@25 | 25 | Assignment 4 (Research Proposal) | 1 @ 75 | 75 | Total | | 500 |
|--|---|------------|--|---|---------|-----|---|-----------|-----|---|-----------|-----|---|-----------|-----|---|-------------|-----|--|-------------|--------|--|-------|----------------|------------|---------|---------------|-----------|---|-------------|-----------|--|-------------|-----------|------------------------------------|-------------|-----------|----------------------------------|---------------|-----------|--------------|--|------------|
| Performance Standards/Grading: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | 450-500 | 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | 400 – 449 | 80% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | 350 – 399 | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D | 300 – 349 | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | 299 - Below | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessments | Points | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Exams | 3 @ 100 | 300 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Quizzes | 5 @ 10 | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment 1 (Training Conducting Research with Human Subjects) | 1@25 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment 2 (Critique of criminological/ statistical peer reviewed article) | 1@25 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment 3 (Peer-Review Project) | 1@25 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment 4 (Research Proposal) | 1 @ 75 | 75 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | 500 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>ADA Statement</p> | <p>Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If a student has a disability that qualifies under the Americans with Disability Act (ADA) and requires accommodations, he/she should contact the Services for Students with Disability Office (SSD) to obtain this service. Disabilities covered by the ADA may include learning, physical, psychiatric, vision, hearing, or chronic health disorder. Students who are uncertain if their condition/disability is qualified should contact the SDD Office.</p> <p>Mrs. Kathy Brownlow/ADA Coordinator Social Science Building, Office 105 Phone/e-mail: 662-254-3443, kbrownlow@mvsu.edu</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

GRADING RUBRIC FOR PEER REVIEW PROJECT

The purposes of the peer-review process are three-fold which include:

- (1) To encourage students to produce the best possible materials by providing specific and structured proof-readings and review processes before the final term/research paper is submitted to the instructor for grading/assessment;
- (2) To allow peer-to-peer instruction, having each student raise the level of learning of the class by presenting new ideas and applications of concepts to their (at least two) peers; and
- (3) To provide students with additional opportunities to practice analytical and critical-thinking

skills in the course as they analyze the structures, evidence, arguments, and plans as presented by their peers.

In the peer review/assessment process, students will earn points in the following participation criteria.

| Criteria (25 total points) | Non- performance | Insufficient | Sufficient | Expected |
|--|-----------------------------|---|--|---|
| Submitted your finished paper to the group discussion project area PRIOR to deadline to allow other learners to comment on your work (7 points) | 0 points | 1-4 points Incomplete/not finished/or past deadline. | 5 points Fully complete and in ahead of deadline | 6-7points Materials submitted to group at least 72 hours before posting deadline to allow additional opportunities for peers to view your structure and organization before submitting their papers |
| Provide meaningful feedback on submission of two other learners data/research sufficiency (4 points) | 0 points | 1-2 points Comments are superficial and do not provide true analysis | 3 points Comments indicate correct analysis of the data/research | 4 points Comments include specific suggestions and additional resources for consideration |
| Provided meaningful feedback on structure/organization and clarity of points (5 points) | 0 points | 1-3 points Comments are superficial | 3.5 points Comments identify potential problems with the structures and organization of the components/ concepts | 4-5 points Comments include specific suggestions improving structure and order |
| Provided meaningful feedback on the logic, assumptions, and recommendations the learner(s)/peer(s) has drawn | 0 points | 1-3 points Comments provided are not logical or incorrectly state assumptions | 3.5 points Comments illustrate useful analysis of logic and assumptions and identify | 4-5 points Comments include specific suggestions for improving or resolving problems |

| | | | | |
|---|---|--|---|--|
| (5 points) | | | potential problems | with logic or assumptions and help to restate recommendations that are better supported by the evidence |
| Provided all comments in a positive, encouraging, and constructive manner to at least two other learners (4 points) | 0 points Comments might be interpreted as insulting | 1-2 points Comments are neutral or non-encouraging | 3 points Comments include positive feedback and suggestions | 4 points Comments praise specific strengths of the presentation as well as the constructively addressing weaknesses with alternatives that might be considered |

Source: (MNSCU, 2012)

GRADING RUBRIC FOR RESEARCH PROPOSAL

| Category/Criteria (75 total points) | Excellent A/B | Satisfactory | Unsatisfactory D/F |
|---|--|--|--|
| Mechanics (15 points) | 12-15 points: Paper has no to a few (0 to two) spelling, grammatical or sentence structure errors. | 11 points: Paper has some (3 to 5) spelling, punctuation, grammatical and sentence structure errors, but not enough to detract from the content. | 0-10 points: An abundance of spelling, grammatical, punctuation, and sentence structure errors that detracts from the content. |
| Organization (20 points) | 15-20 points: Paper follows the APA 6 th ed. format, progresses in a logical manner, and has appropriate transitions. | 13-14 points: Paper has some problems with format, logic and transitions, but not enough to detract from the content. | 0-12 points: An abundance of format, logic and transition issues that detracts from the content. |

| | | | |
|--|---|--|---|
| Citations/Sources (10 points) | 8-10 points: All sources are properly cited both in-text and in the reference page. | 7 points: Only minor issues with citation placement and reference page. | 0-6 points: An Abundance of citation errors in-text or in the reference page. |
| Content. (30 points) | 22-30 points: Author addresses all aspects of the assignment, has fully developed ideas, uses description and analysis appropriately, demonstrates critical thinking skills and uses appropriate sources. . | 19-21 points: Author needs to make minor improvements to addressing, developing ideas, describing/analyzing, demonstrating critical thinking skills and using appropriate sources. | 0-18 points: Author fails to address the assignment, develop ideas completely, describe or analyze appropriately, use critical thinking skills and use appropriate sources. |

Source: (Lenning & Quinn, 2011)

If student/learner submits a paper with more than 9% commonalities of published information (according to turnitin.com), then, the student will obtain a total of 0 points for his or her submission/submittal.

Total Points: _____/75

General Comments:

Course Outline: The Course outline is subject to some changes depending on the needs and level of the class.

| WEEKS | ASSIGNMENTS |
|---------------|---|
| 1 8/26-9/1 | August 26: Classes Begin Introduction of course, students, and instructor Review of syllabus Part One: An Introduction to Criminal Justice Inquiry Chapter 1 –Crime, Criminal Justice, and Scientific Inquiry Assigned Reading: Chapter 1 PRE-TEST |
| 2 9/2-9/8 | Chapter 2—Foundations of Criminal Justice Research Assigned Reading: Chapters 2 September 5: Project/Quiz 1 Unit 1 – Write & Wrong: Library Research –An Overview September 2: Labor Day Holiday September 3: Classes resume |
| 3 | Chapter 3—Ethics and Criminal Justice Research Assigned Reading: Chapter 3 |

| | |
|------------------|---|
| 9/9-9/15 | <p>September 12: Assignment 1-Protecting Human Research Participants Training</p> <p>September 2: Project/Quiz 2</p> <p>Unit 2 – Write & Wrong – Criminal Justice Library Research</p> |
| 4 9/16-9/22 | <p>Part Two: Structuring Criminal Justice Inquiry</p> <p>Chapter 4—General Issues in Research Design</p> <p>Assigned Reading: Chapter 4</p> <p>September 19: Test 1 (covers chapters 1-4, lecture notes, assignments)</p> <p>September 16: Last Day to Drop/Add Courses</p> <p>Registration Closes</p> <p>September 20: Report of Non-Attendance Due</p> <p>December Graduation Application Due</p> |
| 5 9/23-9/29 | <p>Chapter 5—Concepts, Operationalization, and Measurement</p> <p>Assigned Reading: Chapter 5</p> <p>September 26: Formulate your Topic for Research Proposal</p> <p>September 26: Project/Quiz 3</p> <p>Unit 3- Write & Wrong-Plagiarism</p> |
| 6 9/30-10/6 | <p>Chapter 6—Measuring Crime</p> <p>Assigned Reading—Chapter 6</p> <p>October 3: Project/Quiz 4</p> <p>Unit 4: Write & Wrong - Organizing a Paper: From Taking notes to Creating an Outline</p> |
| 7 10/7-10/13 | <p>Chapter 7—Experimental and Quasi-Experimental Designs</p> <p>Assigned Reading: Chapter 7</p> <p>October 10: Assignment 2 (Critique of criminological/statistical peer reviewed article)</p> <p>October 7-11: Mid-Term Exams</p> |
| 8 10/14-10/20 | <p>Part Three: Modes of Observation</p> <p>Chapter 8—Sampling</p> <p>Assigned Reading: Chapter 8</p> <p>October 17: Project/Quiz 5</p> <p>Unit 5 – Write & Wrong – Mechanics of Writing: From the First Draft to the Final Draft</p> <p>October 14-16: Academic Advisement</p> <p>October 17: Online Registration begins for Spring 2020</p> |
| 9 10/21-10/27 | <p>Chapter 9—Survey Research</p> <p>Assigned Reading: Chapter 9</p> <p>October 24: Test 2 (covers chapters 5-9, lecture notes, assignments)</p> |
| 10 10/28-11/3 | <p>Chapter 10—Qualitative Interviewing</p> <p>Assigned Reading: Chapter 10</p> <p>Unit 7 – Write & Wrong- Creating a Reference List in APA Style</p> <p>October 31: First Draft of Proposal Due</p> |
| 11 | Chapter 11—Field Observation |

| | |
|-------------------|--|
| 11/4-11/10 | Assigned Reading: Chapter 11 November 8: Last Day to Withdraw from a class |
| 12 11/11-11/17 | Chapter 12— Agency Records, Content Analysis, and Secondary Data Assigned Reading: Chapter 12 November 14: 2nd Draft of Research Proposal November 15: Last Day to Withdraw from the University |
| 13 11/18-11/24 | Part Four: Application and Analysis Chapter 13— Evaluation Research and Problem Analysis Assigned Reading: Chapter 13 Unit 8 – Write & Wrong – Citing in the Text in APA Style November 21: Assignment 3 (Peer Review Project) Due |
| 14 11/25-12/1 | Prepare Research Proposal for Final Submission November 25-26: Fall Break for Faculty and Students November 27-29: Thanksgiving Holidays |
| 15 12/2-12/8 | Preparation for Test 3 (covers chapters 10-13, lecture notes, assignments) December 5: Assignment 4 (Research Proposal) Due December 2: Classes Resume December 2-4: Senior Final Exams December 5: Senior Final Grades Due POST-TEST |
| 16 12/9-12/15 | Preparation for Test 3 December 9-13: Final Exams December 14: Commencement |

| | |
|--------------------|---|
| Disclaimer: | This syllabus is not a contract. It is only a guideline. The instructor reserves the right to make changes and additions to this syllabus at her/his discretion. If changes are necessitated during the term of the course, you will be notified of changes in class. |
|--------------------|---|