



Texas A&M
University
Central Texas

CRIJ 4316-120
Methods of CJ Research
Spring 2019

Class Location: FH 207
Class Hours: MW 2:30-3:45
Instructor: Floyd Berry, PhD
Office: HH 204 S
Office Hours: MTWR 2-5 (please make an appointment)
Email: (prefer Canvas message) fberry@tamuct.edu
If contacting instructor outside of Canvas, students must use their official TAMUCT emails

1.0 Course Description

This course introduces students to methods of social science research in general and criminal justice research in particular. Research design, data collection and analysis, and ethics are covered.

2.0 Accessing Canvas

This is a lecture course with online components in Canvas. The student accesses Canvas at <https://tamuct.onecampus.com/> and locates the “card” for the Canvas platform.

3.0 Course Objectives

1. Students will be able to produce annotated bibliographies from peer-reviewed articles.
2. Students will submit a research proposal containing abstract, literature review, basic research design, hypotheses, and methods of data collection.
3. Students will demonstrate the basic, technical vocabulary of research methods.
4. Students will be able to discuss the different types of research designs.
5. Students will submit a literature review on a topic.
6. Students will be able to discuss and critique the ethics involved in research.
7. Students will gain some appreciation for the role of methods in criminal justice practice.

4.0 Textbook

Required for Course

Withrow, B. L. (2016). *Research methods in crime and justice* (2nd ed.). New York: Routledge.

Not-required Texts Related to Specific Course Content:

Agresti, A., & Finlay, B. (2009). *Statistical methods for the social sciences* (4th ed.). Upper Saddle River, NJ: Pearson.

- Akers, R. L., Sellers, C. S., & Jennings, W. G. (2017). *Criminological theories: Introduction, evaluation, and application*. New York: Oxford.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Bradburn, N. M., Sudman, S., & Wansink, B. (2004). *Asking questions: The definitive guide to questionnaire design – For market research, political polls, and social and health questionnaires*. San Francisco: Jossey-Bass.
- Chalmers, A. F. (1999). *What is this thing called science?* Indianapolis: Hackett.
- Dillman, D. A., Smyth, J. D., & Christian, L. M. (2009). *Internet, mail, and mixed-mode surveys: The tailored design method* (3rd ed.). Hoboken, NJ: Wiley.
- Gunning, R., & Mueller, D. (1985). *How to take the fog out of writing*. Chicago: Dartnell.
- Kalton, G. (1983). *Introduction to survey sampling*. Newbury Park: CA: Sage.
- Lewis-Beck, C., & Lewis-Beck, M. (2016). *Applied regression: An introduction*. Los Angeles: Sage.
- Osborne, J. W. (2017). *Regression and linear modeling: Best practices and modern methods*. Los Angeles: Sage.
- Ridley, D. (2012). *The literature review: A step-by-step guide for students* (2nd ed.). Los Angeles: Sage.
- Schroeder, L. D., Sjoquist, D. L., & Stephan, P. E. (1986). *Understanding regression analysis: An introductory guide*. Newbury Park: CA: Sage.
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Belmont, CA: Wadsworth.
- Shields, P. M. (2006). *Step by step: Building a research paper* (3rd ed.). Stillwater, OK: New Forums.
- Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC: American Psychological Association.
- Spradley, J. P. (1979). *The ethnographic interview*. Belmont, CA: Wadsworth.
- Spradley, J. P. (1980). *Participant observation*. Belmont, CA: Wadsworth.
- Strunk, W., & White, E. B. (1979). *The elements of style* (3d ed.). New York: MacMillan.

5.0 Course Requirements

5.1 Research Proposal (300 pts)

The student will submit a research proposal based on a survey questionnaire provided by the instructor (Centers for Disease Control and Prevention's *Youth Risk Behavior Survey, 2015*). The proposal will basically conform to the requirements outlined in the APA manual. For example, there will be a title page, an abstract page, the body of the paper, and a references page. Neatness, organization, and thoroughness contribute to better scores. Parts of the Research Proposal are as follows (see APA Manual, ch 2):

1. Title Page, pp 23-25
2. Abstract, pp 25-27
3. Introduction, pp 27-28 (This includes the Literature Review)
4. Method, pp 29-32
5. References, p 37

Examples of parts are provided on pp 41-59. The format for citations and references is in chs 6-7.

NOTE: Upper-level students are expected to have adequate knowledge of the essentials of grammar, writing style, and essay organization in accordance with writing manuals. If the student does *not* have adequate knowledge in these areas, then the purchase and use of additional books are highly recommended (e.g., APA manual, chs 3-4). Failure to provide written work in accordance with the essentials of acceptable, English writing style will result in poor grades. Examples of non-standard English usage include, among other things, sentence fragments, run-ons, dangling modifiers, lack of agreement between pronouns and their antecedents or subjects and verbs, bulleted items, slashes, flagrant misuse of punctuation, slang or abbreviated expressions, “etc.,” and excessive use of metaphorical language. In Modules, there is a Power Point on “Typical Problems with Essays.” Dr. Bruce Bowles of the University Writing Center will be a guest speaker early in the course. The following rubric will guide the instructor in grading exams:

Qualities & Criteria	Poor	Good	Excellent
Content <ul style="list-style-type: none"> • Elements of topics to be addressed • Information is correct • Coherency <i>(Weight: 40%)</i>	Essay is not objective and poorly addresses the issues. The information provided is unnecessary or insufficient to discuss the issues. (0-99 pts)	Essay is mostly objective and addresses most of the issues. Provided information is mostly necessary and sufficient to discuss the issues. (100-119 pts)	Essay is objective and addresses all the issues. Provided information is necessary and sufficient to discuss the issues. (120 pts)
Quality of Writing <ul style="list-style-type: none"> • Clarity • Grammar and English usage • Organization and coherence <i>(Weight: 30%)</i>	Essay is poorly written and contains flagrant spelling and grammatical errors. Essay is poorly organized, lacks clarity, and is incoherent. (0-69 pts)	Essay is mostly well-written, without spelling or grammatical errors. Essay is mostly well organized, clear, and ideas are presented in coherent ways. (70-89 pts)	Essay is well-written, without spelling or grammatical errors. Essay is well organized, clear, and ideas are presented in coherent ways. (90 pts)
APA Guidelines <ul style="list-style-type: none"> • Citations • References • Paper organization <i>(Weight: 30%)</i>	Essay fails to follow most APA formulas for citations, references, and paper organization (0-69 pts)	Essay mostly follows APA formulas for citations, references, and paper organization (70-89 pts)	Essay follows APA formulas for citations, references, and paper organization (90 pts)

5.2 Class Participation (400 pts)

The student is expected to participate in class discussions. Students earn a point for full attendance on a specific day (if they appear on time and do not leave early). They earn another point for participating in class discussion. Thus, the student earns 0-2 points on each class day (total of 28 days), which translate into the following grade for class participation in the course:

Points	Grade	Points	Grade
54-56	400	24-26	190
51-53	379	21-23	169
48-50	358	18-20	148
45-47	337	15-17	127
42-44	316	12-14	106
39-41	295	9-11	85
36-38	274	6-8	64
33-35	253	3-5	43
30-32	232	1-2	22
27-29	211	0	0

NOTE: If students are tardy (appear in class after roll is called), it is their responsibility to notify the instructor, at the conclusion of class (before leaving the classroom), that they arrived in class and would like to receive some credit for class participation. Failure to notify the instructor *may* result in an absence for that class day. Cell phone use is forbidden during class, and such behavior is not awarded class participation points.

5.3 Annotated Bibliographies [Annotated Bibs] (100 pts)

Students will submit a minimum of 10 annotated bibs, divided into groups of five per submission. Annotated bibs will be submitted in Canvas, attached to the message feature of Canvas. Feedback from the instructor will accompany returned annotated bibs so that students can improve the quality of their submissions. The sources for the annotated bibs will be cited and referenced in the Research Proposal and will serve as the core of references for the Literature Review. Students must locate their articles online through the University Library webpage. *Academic Search Complete* will be adequate for students' needs, and the articles must be peer-reviewed and published in academic journals.

Each annotated bib will contain one or two paragraphs summarizing the researchers' findings. Each annotated bib is one page only. At the top of the page, the student will type the reference entry conforming to the APA manual. All references and sentences are double-spaced, and the typeface is Times New Roman 12. Margins are normal, with one-inch margins top, bottom, and sides. The same grading rubric will guide the instructor as in § 5.1.

5.4 Literature Review [Lit Review] (100 pts)

Based on the core of information in the annotated bibs, as well as any books that the students *have read* and wish to reference, students will submit a lit review. The same grading rubric will guide the instructor as in § 5.1.

5.5 Class Presentations (100 pts)

Students will give a ten minute presentation to the class, using Power Points, pertaining to their research proposal. Another five minutes is devoted to fielding questions from the floor.

5.6 Academic Integrity Document

During the first week of class, the student is to read the section in the syllabus on Academic Integrity (§ 8.0) and the link provided in that section regarding plagiarism. The student must sign the document (also in Canvas, under Modules) pertaining to Academic Integrity and return it to the instructor. **NOTE: Students will not be allowed to continue in the course without notifying the instructor of their comprehension of this material (by signing the document and submitting it to the instructor).**

6.0 Grading Matrix and Conversion6.1 Matrix

	Points
Research Proposal	300
Class Participation	400
Annotated Bibliographies	100
Literature Review	100
Class Presentations	100
Academic Integrity Document	-----
<i>Total:</i>	1000

6.2 Conversion to Course Letter Grade

Points	%	Grade
900 – 1000	90 – 100	A
800 – 899	80 – 89	B
700 – 799	70 – 79	C
600 – 699	60 – 69	D
0 – 599	0 – 59	F

7.0 Course Calendar¹

Date	Topics	Readings ²	Assignments Due ³
1/14	Academic Integrity Course requirements	Academic Integrity/plagiarism readings (§ 8.0 of syllabus) Syllabus	
1/16	Writing style Guest speaker: Dr. Bruce Bowles, UWC	Power Point presentation	Academic Integrity document due (hard copy)
1/21	Holiday-no class		
1/23	Research Practice	Ch 1	
1/28	Research Process	Ch 2	
1/30	No class		
2/4	Research Ethics	Ch 3	
2/6	Classifying Research	Ch 4	
2/11	Causality	Ch 5	
2/13	Measurement	Ch 6	
2/18	Variables	Ch 7	
2/20	Sampling	Ch 8	
2/25	Experiments	Ch 9	
2/27	Surveys	Ch 10	
3/4	Field Research, Secondary Analysis, Content Analysis	Ch 11	
3/6	CDC's Youth Risk Behavior Survey (YRBS)		
3/11	Spring Break		
3/13	Spring Break		
3/18	Topic of Interest		
3/20	Topic of Interest		
3/25	Qualitative Research	Ch 12	
3/27	Program Evaluation	Ch 13	
4/1	Data Analysis	Ch 14	
4/3	Problems with Research		
4/8	Problems with Research		5 Annotated bibs due
4/10	Problems with Research		5 Annotated bibs due
4/15	Presentations		Lit Review due
4/17	Presentations		
4/22	Presentations		
4/24	Presentations		
4/29	Presentations		
5/1 (cont.)	Presentations		

5/6	Presentations	Research Proposal due
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¹ Events are subject to minor revision (see § 14.0)

² Ch = chapter

³ All assignment at due at 2:30 p.m.

8.0 Academic Integrity

TAMUCT expects all students to maintain high standards of personal and scholarly conduct. Students guilty of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, self-plagiarism (“recycling”), or collusion. The instructor shall initiate action for each case of academic dishonesty and report it to the Associate Director of Student Conduct. Zero points will be assigned for any course product that violates academic honesty. The student should access this link for more information: <https://www.tamuct.edu/student-affairs/student-conduct.html>.

9.0 Disability Support

If students believe that this course may present barriers to learning due to a disability, they must contact Access and Inclusion at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, students may visit their website at <https://www.tamuct.edu/student-affairs/access-inclusion.html>. Any information that the student provides is private and confidential and will be treated as such. The instructor cannot accommodate students’ disabilities unless they first communicate with Access and Inclusion.

10.0 Diversity in the Classroom

Respect for cultural and human biological diversity are core concepts within the social sciences. In this course, each voice in the classroom has value in contributing to class discussion. The student should respect the different experiences, beliefs, and values expressed by one’s fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

11.0 Classroom Etiquette

Students shall show respect to other students and to the instructor in all communications, whether verbal or in writing (e.g., online). For example, arguing, complaining, and challenging that is not based on readings, rationality, and the course objectives are a violation of classroom etiquette.

12.0 Writing Center

The University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in Warrior Hall, Rm 416. One may contact Dr. Bruce Bowles at bruce.bowles@tamuct.edu for more information.

13.0 Late Work

As a rule, make-up work will not be accepted. In some cases, however, the literature review may be accepted late, but with deductions, 10 points for every day late. *In no instance will a make-up be offered for the research proposal, and in no instance will the instructor accept the literature review after two weeks from the original due date.* To be considered as a prospect for making up work, the student must contact the instructor within 24 hours of having missed the due date for purposes of making it up. The final course grade will be posted within a few days of the final class; therefore, no incompletes will be awarded for this course. If students foresee that they will be unable to complete the course, then they should either drop the course or accept the posted grade.

14.0 Modification of the Syllabus

This syllabus may be revised in minor ways at the discretion of the instructor. The student is responsible for noting any changes in the syllabus. More than likely, a change in the syllabus will pertain to typos or events in the course calendar (§ 7.0). If modified, a revised course calendar will be posted in Canvas and will replace § 7.0 of the syllabus.

15.0 Contact with the Instructor

The student should contact the instructor via the message feature of Canvas about any topic or issue that pertains to the course. If students contact the instructor through his official TAMUCT email, they must use their own official TAMUCT email. Many personal emails find their way to the junk folder by default.

16.0 Announcements

The student is responsible for checking Canvas for ongoing announcements or messages pertaining to the course.

