

**SUL ROSS STATE UNIVERSITY
GRADUATE PROGRAM IN CRIMINAL JUSTICE
CJ-5334: Research Methods**

Instructor: Dr. Mark Rubin
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Office Hours: Monday and Wednesday (9:00AM – 11:00AM AND 1:00PM – 3:00PM)
Tuesday and Thursday (10:00AM – 11:00AM)
If you need to speak to me at any other time, send me an email with your phone number and time you can talk, and I will call you.

Introductory Collaborate Session:

Due to the complex nature of this course, I will be conducting an introductory Collaborate video session during the first week of class. The purpose of this conference call is to explain the research project and its components as well as the schedule of the class. Participation in this call is completely voluntary, but HIGHLY recommended. I am offering 2 sessions so that everyone may have the opportunity to attend.

Session 1: Tuesday 19 January 2016 @ 10:00AM Central Time

Session 2: Tuesday 19 January 2016 @ 7:00PM Central Time

Please see the instructions for joining the session in Blackboard.

Required Texts:

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage. ISBN: 978-1-4522-2610-1

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association. ISBN: 978-1-4338-0561-5

Additional required readings will be posted in the CONTENT section of the BlackBoard Course room.

Recommended Text:

Frey, B. B. (2016). *There's a stat for that*. Thousand Oaks, CA: Sage. ISBN: 978-1-4833-1875-2

Nature of the Syllabus

This syllabus is an academic contract between the instructor and the student. Any oversights, contradictions, or discrepancies will be clarified by the instructor as the oversight is discovered.

Criminal Justice Graduate Program Learning Objectives (PLOs)

CJ PLO 1: Demonstrate knowledge of Criminological theories, and apply those theories to practical criminal justice events. The ability to identifying a prominent criminological theory within an actual criminal event or simulated criminal event. The ability to compare and contrast the basic concepts of the differing competing Criminological Theories.

CJ PLO 2: Working knowledge of the specific language of the Criminal Justice and the ability to identify the individual parts of the CJ System. An awareness of the costs associated with the Criminal Justice System, and the ability to recognize and be aware of political influence on the system. The ability to apply historical knowledge of the CJ system and recognize patterns of system change.

CJ PLO 3: Ability to identify, assess and compare policy processes and outcomes in criminal justice. Ability to identify and analyze various legal challenges to laws and policies within criminal justice.

HS PLO 1: Develop the ability to apply historical knowledge of the CJ system and recognize patterns of system change, particularly since 9-11. Develop the ability to identify and analyze various legal challenges to laws and policies within Homeland Security.

HS PLO 2: Working knowledge of the structure and goals of Homeland Security at the local, state and national levels. Ability to identify, assess and compare policy processes and outcomes in Homeland Security.

HS PLO 3: Develop a working knowledge of the process and application of the methods of scientific research. The ability to critique a piece of research based on its methodology. Develop the ability to apply research to Homeland Security policy.

Course Description: The purpose of this course is to provide an overview of research design. This overview consists of understanding the preliminary considerations that go into selecting a qualitative, quantitative, or mixed methods research design. These include knowing the definition for these different approaches, considering philosophical worldviews, reviewing the literature, understanding the use of theory, anticipating ethical issues, and developing writing strategies. We will discuss the process of research as it relates to each approach. This process includes writing an introduction, specifying a purpose statement, and developing research questions and/or hypotheses. This course will also discuss the methods and procedures for quantitative and qualitative research methodologies.

Platform: This course will be contained within the Blackboard format and will not meet in person during the term. Students are expected to log in regularly to complete assignments. Students should familiarize themselves with all of the sections of blackboard available for this course. Assignments and tests will be listed under the appropriate subheading. Students will also need to become familiar with the discussion board for completing some of this work.

As this is a graduate course, students will be expected to be self motivated, and work independently. Standards for graduate courses are higher than those for undergraduate work – students will engage in more research, reading, and writing. Any computer glitches must be reported promptly or the student will not receive credit on the affected work.

Technical problems can be reported to me - through e-mail is usually the best idea, and/or to the Help Desk at 432-837-8888 locally, 8888 from on campus or 1-888-837-2882 from out of area. You can also log into the LTAC system and create a ticket by going to <https://techassist.sulross.edu/> If you report an issue through the Help Desk or create a ticket by logging into the system, you should send me an email with a description of your issue and the ticket number so I can help ensure that technical issues are addressed and do not negatively affect your grades. If you do not promptly report your technical problems, you will not get credit for any work affected by the problem.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Cheating and Plagiarism

This is a master's level course so everyone should know not to engage in these practices. Students are expected to do their own work on all papers. Cheating and plagiarism on assignments will result in a grade of "F" on that part of the course, a possible grade of "F" for the entire course, and possible recommendation for suspension from the university.

Plagiarism consists of presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations or other work in whole or in part as one's own when such work has been prepared by another person or copied from another person (see the Student Handbook). Plagiarism includes improper use of citations

in the research paper, copying from sources without citations, copying without quotation marks, etc.

Students with a Disability

Qualified students with disabilities needing academic or other accommodations to ensure full participation in the programs, services and activities at Sul Ross State University should contact Grace Duffy in the Accessibility Services Office, Ferguson Hall 112, Box C-122, (432) 837-8203.

Research Topics

The question I am asked the most is: What should I write about?

My answer to this complex question is: What is of interest to you in the field of Criminal Justice?

The topic is totally up to you, but make sure that it is in the field of Criminal Justice (policing, corrections, or court systems) and it is something that you will be able to research. Think about the following topics (you don't have to use one of these...they are just ideas):

- Campus crime: A descriptive analysis of Cleary reports on major college campuses.
- Stop, it hurts: A qualitative study of Child Protective Services effectiveness in the State of _____.
- On the trail of Anonymous: A descriptive study on the impact of Anonymous on social media trends.
- If black lives matter: A quantitative study on honoracial crimes in the City of _____.
- The new age of wanted posters: A quantitative analysis of the efficacy of the National Center for Missing and Exploited Children Poster Program
- Back alleys and suburbia: A descriptive analysis of prostitution in the 21st century from a social control and rational choice perspective.

Remember: You only have to do the proposal (as outlined in the syllabus)...you DO NOT need to complete the study.

!!!!!!!Important!!!!!!!

Contact Dr. Rubin sooner rather than later if you are having problems with your course work or are in need of special assistance.

Standard Work Week: For the purposes of this course, the work week begins on Monday morning at 6:00AM and ends on Saturday evening at 11:59PM, Central Time. Sunday will be a day for each of us to relax and have fun.

Grading:

Discussion Questions (10 @ 4% each)	40%
Peer Reviews of Project Components (10 @ 3% each)	30%
Research Proposal Final Project	30%

Course Requirements:

Research Proposal: The primary method of evaluation in this course will be the development of a research proposal. For the research proposal, students may pursue a research topic of their choice as it pertains to criminology/criminal justice. **You must submit your paper to the instructor as an attachment by e-mail NO LATER THAN 12:00 NOON on Wednesday, 11 May 2016.**

Peer Reviews: The peer review process is a major and vital component of academic research. You be writing your Research Proposal in pieces throughout the semester. You will submit these “project components” per the instructions given in the course schedule and in the Blackboard Discussions Forum, with the final research proposal submitted as noted above. There are 10 project components leading up to the final project submission. Students will be given feedback from both their fellow students and me.

Students are expected to post their project-related material to the associated discussion board NO LATER THAN Thursday at 11:59PM Central Time of the week the component is due. Thereafter, students are expected to respond to AT LEAST two (2) of their classmates’ initial posts NO LATER THAN Saturday at 11:59PM Central Time. Critiques must be constructive and substantive (AT LEAST 100 words), as the purpose is to help each other build the best proposal possible. All project components will be visible on the first day of the course. See course schedule for due dates.

Note: Project components MAY be critiqued by the instructor on the message board. The critique may include areas of: deficiencies, needing improvement as well as positive attributes. The comments can be seen by other students in order to promote further student learning. NO grade will be posted on any assignments where other students can see said grade.

Note: Your grade for the Peer Review section will be based on your critiques of others, NOT your original work. If you have questions about this format, please contact me.

Discussion Questions: In addition to the above, each week students will be presented with a discussion question related to the chapter readings and related lecture notes for the week. Discussion questions will become visible each Monday at 6:00AM. Students are expected to post their initial discussion thread to the associated discussion board NO LATER THAN Thursday at 11:59PM Central Time of each week. Your initial post should be AT LEAST 400 words in length and must reference all sources, **including the textbook**, in APA format.

In order to streamline initial and response tracking (and grading), you must title your initial post as follows:

DQXX Initial Post (Last Name). For example: DQ03 Initial Post Rubin.

Students are expected to respond to AT LEAST two (2) of their classmates' initial posts NO LATER THAN Saturday at 11:59PM Central Time. Responses must be substantive. Responses such as "Good Job!! I agree with you" are not substantive and will not be favorably graded. Your responses must be AT LEAST 100 words in length.

There are a total of 10 discussion questions (your personal introduction is required but NOT graded).

Students are expected to contribute in significant ways to the discussion boards, based on the readings, but also on personal experience and knowledge gained through other course work, etc. This portion of the course is expected to replace the normal dialog that would occur within an in-class course and students will be expected to have a thorough knowledge of the subjects being discussed. *This also means that students may have to do outside research.*

Students will need to log frequently in order to deal with class posts in a timely manner. Students will also be expected to respond to the information posted by other students which may mean logging in several times a week. The professor will review all initial posts and responses, *but may or may not respond to individual students.*

Course Schedule

Week 1 (18 – 23 January): Introductions & The Selection of a Problem Area

Discussion Questions: Introductory Discussion Question AND Discussion Question 1

Assigned Reading: Creswell Text Chapter 1; Dr. Rubin's Lecture Notes

Week 2 (25 – 30 January): Topic Selection

Discussion Question: Discussion Question 2

Project Component 1 Due: Topic Selection

Assigned Reading: Creswell Text Chapter 2; Dr. Rubin's Lecture Notes

Week 3 (1 – 6 February): Review of the Literature

Discussion Question: Discussion Question 3

Project Component 2 Due: Annotated Bibliography

Assigned Reading: Creswell Text Chapter 2 (cont.)

Week 4 (8 – 13 February): The Use of Theory

Discussion Question: No discussion question this week.

Project Component 3 Due: Theoretical Lens

Assigned Reading: Creswell Text Chapter 3; Dr. Rubin's Lecture Notes

Week 5 (15 – 20 February): Ethics and Ethical Considerations in Research

Discussion Question: Discussion Question 4

Project Component 4 Due: Ethical Considerations

Assigned Reading: Creswell Text Chapter 4; Dr. Rubin's Lecture Notes

Week 6 (22 – 27 February): WHAT am I researching?

Discussion Question: Discussion Question 5

Project Component 5 Due: Proposal Introduction

Assigned Reading: Creswell Text Chapter 5; Dr. Rubin's Lecture Notes

Week 7 (29 February – 5 March): WHY am I doing this research?

Discussion Question: Discussion Question 6

Assigned Reading: Creswell Text Chapter 6; Dr. Rubin's Lecture Notes

Week 8 (7 – 12 March): WHY is this research important?

Discussion Question: No discussion question this week

Project Component 6 Due: Purpose Statement

Week 9 (14 – 19 March): SPRING BREAK

It might be wise to look ahead and start working on week 10...Now the fun begins.

Week 10 (21 – 26 March): WHAT do we already know? (Pt. 1)

Discussion Question: No discussion question this week.

Project Component 7 Start: Begin Literature Review

Assigned Reading: Review Chapter 2 in the textbook and related Lecture Notes

Week 11 (28 March – 2 April): WHAT do we already know? (Pt. 2)

Discussion Question: No discussion question this week

Project Component 7 Due: Literature Review

Week 12 (4 – 9 April): WHAT questions need to be answered...that haven't already been answered?

Discussion Question: Discussion Question 7

Assigned Reading: Creswell Text Chapter 7; Dr. Rubin's Lecture Notes

Week 13 (11 – 16 April): WHAT do we expect to learn from this research?

Discussion Question: Discussion Question 8

Project Component 8 Due: Research Questions

Assigned Reading: Creswell Text Chapter 7; Dr. Rubin's Lecture Notes (Cont)

Week 14 (18 – 23 April): HOW does my theoretical lens affect my study?

Discussion Question: Discussion Question 9

Project Component 9 Due: Hypotheses

Assigned Reading: Creswell Text Chapter 8; Dr. Rubin's Lecture Notes

Week 15 (25 – 30 April): HOW am I going to conduct my study? (Oh, and its Turkey Week also)

Discussion Question: No discussion question this week

Project Component 10 Due: Methodology

Assigned Reading: Creswell Text Chapter 9; Dr. Rubin's Lecture Notes

Week 16 (2 – 7 May): Pulling it all together

Discussion Question: Discussion Question 10

Additional Work Item: Using all of the submitted components and peer input, pull together your final project.

Week 17 (9 – 11 May): Final Research Proposal DUE

THE FINAL RESEARCH PROPOSAL IS DUE NO LATER THAN 12:00 NOON CENTRAL TIME on WEDNESDAY, 11 MAY 2016.

Research Proposal Rubric

Each student will a complete research proposal as delineated in this syllabus. The proposal must include the elements listed in this rubric. Students will be expected to support their opinion with examples from the textbook and outside research.

Rating:

Exceptional corresponds to an A- to A (90-100%). Performance is outstanding; significantly above the usual expectations.

Proficient corresponds to a grade of B- to B+ (80-89%). Skills and standards are at the level of expectation.

Basic corresponds to a C to C+ (70-79%). Skills and standards are acceptable but improvements are needed to meet expectations well.

Novice corresponds to a D to C- (50-69%). Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

0 This criterion is missing or not in evidence.

Criteria	Ratings				
	0	Novice	Basic	Proficient	Exceptional
<p>Introduction (including Purpose Statement) <i>Exceptional Level:</i></p> <ul style="list-style-type: none"> • Uses prior knowledge to identify a question to be studied. • Breaks question down into a series of steps that will lead to the questions to be addressed in the study. • Identifies complexities and nuances in the question. 	0	7 8 9	10 11 12	13 14 15	16 17
<p>Literature Review <i>Exceptional Level:</i></p> <ul style="list-style-type: none"> • Provides a thorough and relevant literature review. • Excellent variety of sources. • There are clear linkages among the information presented to the question under consideration. • All information is factually correct. 	0	7 8 9	10 11 12	13 14 15	16 17
<p>Theoretical Framework <i>Exceptional Level:</i></p> <ul style="list-style-type: none"> • Excellent discussion of detail. • Impressive depth of insight/analysis 	0	7 8 9	10 11 12	13 14 15	16 17
<p>Research Questions and Hypotheses <i>Exceptional Level:</i></p> <ul style="list-style-type: none"> • Draws sound conclusions from the previous research and communicates a logical path from the data to the hypothesis 	0	7 8 9	10 11 12	13 14 15	16 17

<p>Methodology and Data Collection Approach</p> <p><i>Exceptional Level:</i></p> <ul style="list-style-type: none"> • Designs controlled investigation using equipment appropriate to the study and using appropriate safety/ethical measures. Identifies relevant constraints. • Data is collected carefully and with appropriate precision and adequate statistical power. Flaws are not readily apparent. • Plans pilot work or other methods to refine the study. • Considers possible criticisms of the experimental plan and addresses them 	0	7 8 9	10 11 12	13 14 15	16 17
<p>Grammar, spelling, and syntax are appropriate to the college level and use APA 6th Edition format.</p> <p><i>Exceptional Level:</i></p> <ul style="list-style-type: none"> • No more than 3 errors in the paper. 	0	7 8	9 10	11 12 13	14 15

Score: _____ of 100

Comments: