

**CJ 3341: Research Methods for Criminal Justice**  
**Sul Ross State University - Fall 2021**

**Instructor** : Ismail Gunes, Ph.D.  
**E-mail** : [ismail.gunes@sulross.edu](mailto:ismail.gunes@sulross.edu)  
**Telephone** : (432) 837 8166  
**Class Room & Hours** : MAB 107 & Tuesday and Thursday, 2:00 PM - 3:15 PM  
**Office & Office Hours** : MAB 109 & Tuesday and Thursday, 10:30 AM - 12:00 PM and by appointment.

**Required Texts**

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- 1) W. Lawrence Neuman (2020). Social Research Methods: Qualitative and Quantitative Approaches, 8th Edition, Pearson, ISBN 9780135719732
- 2) American Psychological Association (October 2019), Publication Manual of the American Psychological Association, 7th Edition, <https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>
- 3) Additional readings (e.g., articles, reports) will be posted on Blackboard.

Regarding scientific journal articles, Byrian Wildenthal Memorial Library of SRSU has an extensive database infrastructure. You can get detailed information and advising from libraries website <https://library.sulross.edu> Once you logged in to your Sul Ross Account on Blackboard you should be automatically connected to the library webpage as well. Thus, you can browse the online databases of the University and reach the articles on the additional reading list. The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

**Course Description**

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This course provides as introduction to criminal justice research methods. Students will learn how to evaluate current and conduct contemporary research in the field of criminal justice. The course introduces students to terminology and tools of the scientific method. Several data collection techniques available to criminal justice researchers are explored and evaluated Students will learn how to evaluate academic research products in terns if their contribution to the fields of criminal justice, as well as to how to develop their own research problems.

### Course Learning Objectives

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This course will provide students with tools to be able to apply in their own research and to understand scholarly work produced by others. After you successfully complete this course, you will be able to:

- 1) Distinguish two methodological paradigms and explain characteristics of each;
- 2) Name steps in the research process and identify the basic elements of a good research design;
- 3) Discuss characteristics of quantitative and qualitative sampling, and apply various sampling techniques;
- 4) Discuss characteristics of quantitative and qualitative measurement, and understand how to operationalize concepts using each approach;
- 5) Apply various data collection techniques, for both quantitative and qualitative research;
- 6) Select and describe appropriate analytical techniques for quantitative and qualitative methods;
- 7) Find, read, understand and critique a scientific journal article.

These objectives contribute to the overall course goal in developing critical thinking skills. The discussions, readings, assignments, quizzes and exams are designed to encourage you to develop and use higher order thinking skills, including analytical, synthetic and applied thinking.

### Criminal Justice & Homeland Security Undergraduate Programs Student Learning Outcomes

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**UG-CJ-SLO1:** Student will be able to demonstrate knowledge of specific areas of the U.S. Constitution as it relates to specific legal liabilities.

**UG-CJ-SLO2:** Student will be able to demonstrate knowledge of criminological theories, and apply those theories to an analysis of practical criminal justice events.

**UG-CJ-SLO3:** Student will be able to demonstrate a working knowledge of the specific language of the Criminal Justice System, ability to identify the individual parts and costs associated with the Criminal Justice System, and demonstrated knowledge in recognizing the political influences on the CJ system.

**UG-HS-SLO1:** Students will explain the history and evolution of homeland security, including the Department of Homeland Security, within the political and social systems of the United States.

**UG-HS-SLO2:** Students will describe the magnitude and scope of terrorist threats to the United States, including the motives and methods of different international and domestic terrorist organizations.

**UG-HS-SLO3:** Students will identify and demonstrate an understanding of the significant legal issues in the Homeland Security Domain.

### General Classroom Policies

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Students are encouraged to attend the class, ask questions and express opinions; however, talking among students and disruptive behavior will not be tolerated. You may bring beverages to class with you, but not food. Reading outside materials such as newspapers or other course work is not permitted during class time. Students should be prepared to engage in discussion over the assigned readings, and for possible pop quizzes. Electronic devices are never allowed to use in class in a way to distract the instructor and other students. Keep your mobile phone in silent mode, otherwise switch it off. There will be one general rule in class which applies to all situations. This is also called “golden rule”. TREAT OTHERS AS YOU WOULD LIKE TO BE TREATED.

### Course Assessment

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**1 - Quizzes (100 points total):** Every two weeks there will be a quiz for the related chapters. There will be 5 quizzes in total. Quiz dates are indicated in the weekly course schedule. Each quiz will have different points and you will get 100 points in total.

**2 - Midterm Exam and Final Exam (100 Points each):** There will be a midterm exam and a final exam in this class. These exams will cover the assigned chapters and other relevant material covered in the course up to the date of the examination. The final exam will be cumulative, which means that the material from the entire course will be covered. Each of these exams will be worth 100 points. No make-up test will be given, unless an uncontrollable emergency or illness arises (written proof required).

**3 - Assignments (100 points):** There will be semester project on writing a research proposal. The semester project is designed to get you actively involved in the social research process by writing a 10 - 15-page research proposal. The project is split into sections that will be assigned over the course of the semester in conjunction with the course readings. A final version of the paper is due at the end of the semester. The paper is comprised of five sections (assignments): Assignment 1 - Introduction, Assignment 2 - Literature Review, Assignment 3 - Methods, Assignment 4 - Measurement and Sampling, and Assignment 5 - Research Proposal with Discussion and Conclusion. Each of these assignments will be worth 20 points.

**4 - Attendance (20 points):** Attendance is important! Attendance demonstrates maturity, responsibility and a serious attitude toward education. I believe that regular and punctual attendance is an integral part of the learning process. Attendance will be taken daily and absences cannot be made up. Students should be in class on time and should be prepared to stay for the entire class period. If I have begun class by the time you enter, you should make sure that I counted you as present by checking with me after class.

In accordance with current SRSU policy, when a student misses a total of 9 hours of class (6 classes), the presumption is that the student will be dropped from that class with an “F”. Please

note that it is the student’s responsibility to inform the instructor prior to any University event that would cause an absence. Failure of the student to inform the instructor will result in that absence being recorded as unexcused.

Below is the points that you will receive as your attendance grade:

Full attendance	: 20 points	3 Missed classes	: 8 points
1 Missed class	: 16 points	4 Missed classes	: 4 points
2 Missed classes	: 12 points	5 Missed classes	: 0 points

\*\*\*6 Missed classes: Your final grade will be “F” according to SRSU Attendance Policy\*\*\*

### Academic Integrity

Sul Ross State University students are responsible for reading, understanding, and abiding by the “Sul Ross Student Code of Conduct, Responsibilities, Procedures, and Rights”. Sul Ross State University and the instructor of this course both place a high priority on the academic integrity of their student scholars. As a result, all institutional guidelines and instructional policies concerning academic integrity will be strictly and uniformly enforced with all students regardless of context.

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to:

- turning in work as original that was used in whole or part for another course and/or professor;
- turning in another person’s work as one’s own;
- copying from professional works or internet sites without citation;
- collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

### Student Support Services

Sul Ross State University has established a variety of programs to help students meet the challenges of college life. Support to students includes advising, counseling, mentoring, tutoring, supplemental instruction, and writing assistance. For a complete list of academic support services, visit the Student Support Services at <https://www.sulross.edu/section/311/student-support-services>. For more information, students are encouraged to contact SSS at (432) 837-9118 or visit Ferguson Hall Room 105.

### Students with Special Needs - Americans with Disabilities Act as Amended (ADAAA)

SRSU Disability Services: Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable

accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

### **Late Assignment Submission Policy**

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Students are supposed to finish their coursework on time and assignments must be submitted before the deadlines. In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments and take their exams in a timely manner. If an assignment/exam is missed or late the students are expected to show an appropriate cause for this issue. Late assignments will not be accepted unless there is an excuse that is recognized by the university. Students are encouraged to frequently review the syllabus and remain aware of the deadlines for all assignments and exams.

### **Departmental Bachelor's Degree Program Marketable Skills**

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The Texas Higher Education Coordinating Board (THECB) sets statewide goals through the 60x30TX initiative. The THECB plan includes four major goals in 60x30TX: Educated Population, Completion, Marketable skills, and Student debt. The [60x30TX](#) plan was designed to tie together all four student-centered goals. 60x30, which measures the educated population in Texas, is the overarching goal at the center of the plan and calls for 60 percent of 25- to 34-year-olds in Texas to hold a credential or degree by 2030. The 60x30 goal is supported by the other three goals (completion, marketable skills, student debt) that will get Texas to 60 percent by 2030.

By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills. Students who can effectively market their skills to potential employers can secure employment that pays competitively. Marketable skills include interpersonal, cognitive, and applied skill areas, are valued by employers, and are primary or complementary to a major. Marketable skills are acquired by students through education, including curricular, co-curricular, and extracurricular activities. Marketable skills are often called "employability skills" in other countries, or "transferable skills" here in the states. They include both technical and soft skills.

The marketable skills of Homeland Security and Criminal Justice BS Programs are listed as follows:

1. Students Develop Verbal and Written Communication Skills.
2. Students Access Resources with Crime Data and Work with Numbers and Demonstrate Quantitative Skills.
3. Students Use Critical Thinking and Observation.
4. Students Use Teamwork and Work Collaboratively.
5. Students Develop Multicultural Understanding.
6. Students Analyze the Factors Contributing to Crime.
7. Students Know Legal Codes & Procedures and Safety.

### **Classroom Climate of Respect**

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Students are expected to respect their classmates' and instructors' privacy and the work or comments they produce. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Diversity Statement**

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I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, age, socioeconomic class, sexuality, religion, ability/disability, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

### **Other Course Expectations**

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- Remember that this is a college course, therefore, college level work will be expected which includes proper APA format, proper grammar, sentence structure, and organizational structure.
- Review the syllabus so that you may be aware of assignments and papers; contact me for any clarifications.

**Grading**

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5 Quizzes	100 points
5 Assignments	100 points
1 Midterm Exam	100 points
1 Final Exam	100 points
Attendance	20 points
<b>Total</b>	<b>420 points</b>

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**Final Grading Scale****A 420 - 378****B 377 - 336****C 335 - 294****D 293 - 252****F 251 & below**

## Weekly Tentative Course Schedule

Week	Dates	Topics	Assignments
1	August 24 - 26	Course Introduction & Requirements Why Do Research?	Syllabus Chapter 1
2	August 31 - September 2	Why Do Research?	Chapter 1
3	September 7 - 9	What are the Major Types of Social Research?	Chapter 2 Quiz # 1
4	September 14 -16	Theory and Research	Chapter 3
5	September 21 -23	The Meanings of Methodology	Chapter 4 Quiz # 2,
6	September 28 - 30	How to Review the Literature and Conduct Ethical Studies	Chapter 5 Assignment 1
7	October 5-7	Strategies of Research Design	Chapter 6 Quiz # 3
8	October 12-14	Qualitative and Quantitative Measurement	Chapter 7 Assignment 2
9	October 19-21	Qualitative and Quantitative Sampling Midterm Exam	Chapter 8 Midterm Exam
10	October 26 - 28	Experimental Research	Chapter 9 Assignment 3
11	November 2-4	Survey Research	Chapter 10 Quiz # 4
12	November 9-11	Nonreactive Research and Secondary Analysis	Chapter 11 Assignment 4
13	November 16-18	Analysis of Quantitative Data	Chapter 12 Quiz # 5
14	November 23	Field Research and Focus Group Research Thanksgiving Day Holiday	Chapter 13
15	November 30 December 1 December 2 December 3	Writing the Research Report and the Politics of Social Research Last class day before finals Dead Day Final Exam	Chapter 16
16	December 6	Assignment 5 (Semester Project)	



### End of Course Evaluations

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Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a link to a survey for each course in which they are enrolled. All responses are anonymous.

*\*\*\*Syllabus is subject to updates and changes by announcement, always look to the course announcements and reminders for updates. The faculty member reserves the right to amend this syllabus as needed\*\*\**