CRJS-3823: Criminal Justice Research Methods I

Department of  
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Main Campus Juvenile Justice & Psychology
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Snail Mail (U.S. Postal Service) Address: Prairie View A&M University
P.O. Box 519
Mail Stop 2600
Prairie View, TX 77446

Office Hours:
Monday 8:30AM–11:30PM
Monday 3:00AM–5:30PM
Tuesday 8:00AM–11:00PM
Thursday 8:00AM–11:00PM

Virtual Office Hours:
Friday 8:30 AM–11:30AM

Course Location:
Main Campus Juvenile Justice & Psychology 2nd Floor, Room #260

Class Meeting
TR 12:30 p.m. – 1:50 p.m.

Course Abbreviation and Number:
CRJS-3823-P01: Criminal Justice Research Methods I

Catalog Description:
An introduction to research techniques such as formulating research questions, research design, and research data collection methods, such as surveys and case studies. This course examines research ethics, locating data and navigating special requirements for conducting research with protected populations such as incarcerated adults and juveniles. Students are also introduced to computer applications in research.

Prerequisites:
College Algebra

Co-requisites:
NA

Required Text:

Recommended Text:


Access to Learning Resources:
PVAMU Library:
phone: (936) 261-1500;
web: http://www.tamu.edu/pvamu/library/

University Bookstore:
phone: (936) 261-1990;
web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d
Course Learning Objectives [CLO]:
The goal of this course is to:
1. Formulate good research questions and design appropriate research.
2. Collect your own data using a variety of methods.
3. Analyze both qualitative and quantitative data using computer-based skills.
4. Critically evaluate your own research and that of other social scientists.

Program Learning Outcomes [PLO]:
Upon completion of the undergraduate program in criminal justice, the student will know:
1. Demonstrate knowledge of developmental theories including cognitive and social development.
2. Demonstrate knowledge of the history of psychology.
3. Demonstrate knowledge of theories related to memory types and processes
4. Demonstrate knowledge of research methodologies. Show enhanced critical thinking and writing skills.
5. Demonstrate knowledge of basic descriptive and inferential statistics.
6. Demonstrate knowledge of the biological bases of behavior.
7. Demonstrate knowledge of personality, behavior and ecological syndromes.
8. Demonstrate knowledge of cultural aspects of Psychology.

Alignment of course objectives, program outcomes, and core curriculum outcomes:
At the end of this course, the student will

<table>
<thead>
<tr>
<th>Course objectives</th>
<th>Program Outcomes</th>
<th>Social and Behavioral Sciences Core Curriculum Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Formulate good research questions and design appropriate research</td>
<td>5. Demonstrate knowledge of basic descriptive and inferential statistics.</td>
<td>e. Analyze the effects of social, political, economic, cultural, and diplomatic forces on the area under study.</td>
</tr>
<tr>
<td>2. Collect your own data using a variety of methods</td>
<td>5. Demonstrate knowledge of basic descriptive and inferential statistics.</td>
<td>e. Analyze the effects of social, political, economic, cultural, and diplomatic forces on the area under study.</td>
</tr>
<tr>
<td>3. Read articles containing statistical information in an informed and critical manner.</td>
<td>5. Demonstrate knowledge of basic descriptive and inferential statistics.</td>
<td>e. Analyze the effects of social, political, economic, cultural, and diplomatic forces on the area under study.</td>
</tr>
<tr>
<td>4. Analyze both qualitative and quantitative data using computer-based skills.</td>
<td>5. Demonstrate knowledge of basic descriptive and inferential statistics.</td>
<td>e. Analyze the effects of social, political, economic, cultural, and diplomatic forces on the area under study.</td>
</tr>
<tr>
<td>5. Critically evaluate your own research and that of other social scientists</td>
<td>5. Demonstrate knowledge of basic descriptive and inferential statistics.</td>
<td>e. Analyze the effects of social, political, economic, cultural, and diplomatic forces on the area under study.</td>
</tr>
</tbody>
</table>

Course Evaluation Methods
Lecture materials will not be available in advance. The reason for that is that this is not a self-paced course. I do not want you to get ahead of yourself. I want this course to be much like a traditional course in that you are on the computer each week reading lectures, participating in discussion and turning in assignments. I will not accept any assignments ahead of time unless you are out of reach of your computer due to illness or for some other reason. If you do have to turn in work ahead of time, please let me know.

Grading Distribution for Assignments
Grading Distribution for Assignments
Exams I = 15%
Midterm Exam II = 25%
Exam III = 15%
Homework = 15%
Final comprehensive Exam = 30%

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

**Exams** – written tests designed to measure knowledge of presented course material

**Exercises** – written assignments designed to supplement and reinforce course material

**Projects** – web development assignments designed to measure ability to apply presented course material

**Class Participation** – daily attendance and participation in class discussions

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Value (points or percentages)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>Exam I</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>Mid Term Exam II</td>
<td>100</td>
<td>20</td>
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<tr>
<td>Exam III</td>
<td>100</td>
<td>20</td>
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<tr>
<td>Homework</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>Final comprehensive Exam</td>
<td>100</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Grade Determination:**

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 69 = D

**Course Procedures**

The course will be taught completely face-to-face instruction. Students are expected to read the required textbooks, as well as lecture concerning each day's topic. Students will be given multiple-choice exams every two days over the reading material and lectures. Students will complete weekly assignments that could be exercises or problems to solve manually or by SPSS. Students will also be expected to have read all materials and be prepared to participate in threaded discussions.

**Submission of Assignments:**

The student is required to turn in written assignments. They may be exercises similar to those at the back of the chapter. The purpose of the assignments as well as the bi-weekly exams is simply to ensure that you have read and understood the lecture material and the content of each chapter. The assignments are due a day after they have been made available. Post assignments in eCourse as assigned by instructor.

**Formatting Documents:**

Microsoft Word is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format. The College of Juvenile Justice & Psychology uses the APA Publication Style Manual, 6th edition.

**Exam Policy**

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

**Professional Organizations and Journals**

Academy of Criminal Justice Sciences [http://www.acis.org/](http://www.acis.org/)
Southwestern Association of Criminal Justice [http://www.cj.txstate.edu/SWACJ/intro.htm](http://www.cj.txstate.edu/SWACJ/intro.htm)
Criminal Justice Journals [https://www.msu.edu/~dejongc/cj907/journals.html](https://www.msu.edu/~dejongc/cj907/journals.html)
References and Web Links

Attorney General of Texas http://www.oag.state.tx.us/
Bureau of Justice Assistance http://www.ojp.usdoj.gov/BJA/
Bureau of Justice Statistics http://www.ojp.usdoj.gov/bjs/
Census Bureau http://www.census.gov/
Centers for Disease Control and Prevention http://www.cdc.gov/
Child Trends Data Bank http://www.childtrendsdb.org/
Children's Defense Fund http://www.childrensdefense.org/
Crime in Texas http://www.txdps.state.tx.us/administration/crime_records/pages/crimestatistics.htm
Criminal Justice Resources: Comprehensive Sites http://staff.lib.msu.edu/harris23/crimjust/comp.htm
Criminal Justice Resources: Periodicals Available over the Web http://www.lib.msu.edu/harris23/crimjust/periodicals.htm
Criminal Justice Statistics UH Downtown http://www.uhd.edu/library/data/cj.html
Death Penalty Information Center http://www.deathpenaltyinfo.org/state_by_state
Easy access to state and county juvenile court case counts http://ojjdp.ncjrs.gov/ojstatbb/ezaco/default.asp
Federal Bureau of Investigation http://www.fbi.gov/
First Gov http://www.usa.gov/
Internet Resources for Criminal Justice http://www2.lib.udel.edu/subj/crjs/internet.htm
IPEDS: The Integrated Postsecondary Education Data System http://nces.ed.gov/IPEDS/
Justice Research and Statistical Association http://www.jrsa.org/
Juvenile Population Characteristics http://ojjdp.ncjrs.org/ojstatbb/population/faqs.asp#3
Kids Count http://www.aecf.org/MajorInitiatives/KIDSCOUNT.aspx
National Archive of Criminal Justice Data http://www.icpsr.umich.edu/NACJD/
Office of Justice Programs http://www.ojp.usdoj.gov/
Office of Juvenile Justice and Delinquency Prevention http://ojjdp.ncjrs.org/
Plagiarism, click this Web link http://www.pvamu.edu/PDFFiles/Library/Ref/Plagiarism_FAQ.pdf.
Purdue APA Formatting Style and Guide http://owl.english.purdue.edu/owl/resource/560/01/
Sourcebook of Criminal Justice Statistics http://www.albany.edu/sourcebook/
State Juvenile Justice Profiles http://www.ncjj.org/stateprofiles/
Texas Department of Criminal Justice http://www.tdcj.state.tx.us/
Texas Juvenile Probation Commission http://www.tjpc.state.tx.us/
Texas Youth Commission http://www.tyc.state.tx.us/
Texas Department of Public Safety http://www.txdps.state.tx.us/
Thomas The Library of Congress http://thomas.loc.gov/
Department Policy on Mobile Devices and Technology
It is imperative that instructors be afforded reasonable authority to manage the classroom learning environment. An important component of management of the classroom environment is control of topic and pedagogical method. Empirical data shows that student use of mobile devices and other forms of technology that are not approved by the instructor for the educational endeavor of interest serve as distractors to student attention. When students attempt to divide their time between paying attention to the classroom topic and/or pedagogical method used by the instructor and the use of a mobile device, the student may miss important course content or details. Unsanctioned use of mobile devices or technology by a student may also serve as a substantial distraction to other students enrolled in the course.

It is the policy of the Department of Justice Studies that during examinations no mobile device or other form of technology be placed in the student's work area, visible by the student, or within an arms length reach of the student. It is also the policy of the department that unsanctioned student use (use that is not approved of by the instructor of record and/or is unrelated to classroom activities) of mobile devices and/or other technological devices during classroom activity (defined here as activity occurring during the time that class is scheduled to meet) is strictly prohibited. It is within the scope of the instructor's authority to, over the course of the semester, demand that mobile devices and/or other technological devices be turned completely off and stored away. This is a broad policy statement. The instructor of record may and is encouraged to further elaborate his or her own course-specific mobile device policies in writing in the course syllabus.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC AND ASSIGNED READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week # 1</td>
<td><strong>Crime, Criminal Justice, and Scientific Inquiry</strong>&lt;br&gt;Assignments: Read Chapters 1&lt;br&gt;Describe thesis project in 1 page&lt;br&gt;Research Purpose&lt;br&gt; A. Types of Research&lt;br&gt; B. Basic Research&lt;br&gt; C. Applied Research</td>
</tr>
<tr>
<td>Week # 2</td>
<td><strong>Theory and Criminal Justice Research</strong>&lt;br&gt;Assignments: Read Chapter 2&lt;br&gt;Write research question&lt;br&gt;Purpose of Research&lt;br&gt;A. Exploration&lt;br&gt;B. Description&lt;br&gt;C. Explantation&lt;br&gt;D. Unit of Analysis</td>
</tr>
<tr>
<td>Week # 3</td>
<td><strong>Ethics and Criminal Justice Research</strong>&lt;br&gt;Assignment: Read Chapter 6</td>
</tr>
<tr>
<td>Week # 4</td>
<td><strong>General Issues in Research Design</strong>&lt;br&gt;Assignment: Write problem statement</td>
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<tr>
<td>Week # 5</td>
<td><strong>Concepts, Operationalization, and Measurement</strong>&lt;br&gt;Assignments: Write objectives</td>
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<tr>
<td>Week # 6</td>
<td>EXAM REVIEW AND EXAM #1</td>
</tr>
<tr>
<td>Week # 7</td>
<td><strong>Experimental and Quasi-Experimental Designs</strong>&lt;br&gt;Assignment: Read Chapter 7</td>
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<tr>
<td>Week #</td>
<td>Assignments</td>
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</tbody>
</table>
| 8      | **Sampling**  
Assignment: Read Chapter 8  
Write literature review |
| 9      | **Survey Research and Other Ways of Asking Questions**  
Assignment: Read Chapter 9  
Write conceptual framework  
Research Designs  
Experimental Research Design  
Assigning Cases to Groups  
True Experimental Design |
| 10     | **EXAM REVIEW AND EXAM #2** |
| 11     | **Field Research**  
Assignment: Read Chapter 10  
Write procedure |
| 12     | **Agency Records, Content Analysis, and Secondary Data**  
Assignment: Write complete draft of proposal |
| 13     | **Sampling Techniques and Data Collection Methods Introduction and Definitions**  
Common sampling methods  
Data Collection Strategies II  
Data Collection Strategies III |
| 14     | **Evaluation Research and Policy Analysis**  
Introduction  
Graphic Presentation  
Functions of Graphic Presentation  
Types of Graphic Presentation |
| 15     | **Interpreting Data**  
A. Measures of central tendency and Dispersion  
B. Measures for nominal variables  
C. Measures for ordinary  
D. Measures for interval variables |
| 16     | **EXAM REVIEW AND FINAL EXAM**  
**Thursday May 10, 2016  10:30 am – 12:30 pm** |

**College Educational Philosophy:** The College of Juvenile Justice & Psychology is committed to producing graduates with superior written and oral communication skills. Instructional techniques will include a variety of technological and research tools. Our pedagogy emphasizes content and style in both individual and group settings. Our professors are encouraged to use their individual creative styles in the pursuit of academic excellence.
**Academic Calendar – Spring 2016**

The Prairie View A&M Academic Calendar is subject to change. Please check the Prairie View A&M University website for updates.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>Jan 14 - Jan 16</td>
<td>Registration&lt;br&gt;Thursday through Saturday</td>
</tr>
<tr>
<td>Jan 16</td>
<td>Regular Registration for Graduate Students&lt;br&gt;Saturday</td>
</tr>
<tr>
<td>Jan 18</td>
<td>Dr. Martin Luther King Jr. Day (University Closed)&lt;br&gt;Monday</td>
</tr>
<tr>
<td>Jan 19</td>
<td>Instruction Begins&lt;br&gt;Tuesday</td>
</tr>
<tr>
<td>Jan 19</td>
<td>Late Registration and Drop/Add Begins&lt;br&gt;Tuesday</td>
</tr>
<tr>
<td>Jan 22</td>
<td>Late Registration and Add Courses Ends for Undergraduate Students – Web Registration Access Closed&lt;br&gt;8:00 am - 5:00 pm</td>
</tr>
<tr>
<td>Jan 22</td>
<td>Last Day to Change Major or any other Matriculation Change for Spring 2016&lt;br&gt;8:00 am - 5:00 pm</td>
</tr>
<tr>
<td>Jan 23</td>
<td>Late Registration and Add Courses Ends for Graduate Students – Web Registration Access Closed&lt;br&gt;8:00 am - 5:00 pm</td>
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<tr>
<td>Jan 27</td>
<td>Spring 2016 Student Assembly&lt;br&gt;10:00 am - 12:59 pm</td>
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<tr>
<td>Feb 03</td>
<td>12th Class Day (Census Date)&lt;br&gt;Wednesday</td>
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<tr>
<td>Feb 03</td>
<td>Last Day to Withdraw from Course(s) without Academic Record&lt;br&gt;Wednesday</td>
</tr>
<tr>
<td>Feb 03</td>
<td>Late Deadline to Apply for Spring 2016 graduation&lt;br&gt;Wednesday</td>
</tr>
<tr>
<td>Feb 04</td>
<td>Withdrawal from Course(s) with Academic Record (&quot;W&quot;) Begins&lt;br&gt;Thursday</td>
</tr>
<tr>
<td>Feb 15</td>
<td>20th Class Day&lt;br&gt;Monday</td>
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<tr>
<td>Mar 10 - Mar 12</td>
<td>Mid-Semester Examination Period&lt;br&gt;Thursday through Saturday</td>
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<tr>
<td>Mar 14 - Mar 19</td>
<td>Spring Break&lt;br&gt;Monday through Saturday</td>
</tr>
</tbody>
</table>
Mar 18  Spring Break (University Closed)
     Friday

Mar 21  Instruction Resumes
     Monday

Mar 22  Mid-Semester Grades Due
     Tuesday

Mar 25  60% of Term
     Friday

Mar 25 - Mar 26  Good Friday/Easter (Student Holiday)
                  Friday through Saturday

Mar 30  Founders Day/ Honors Convocation
        Wednesday

Apr 04  Withdrawal from Course(s) with Academic Record ("W") Ends
        Monday

Apr 12  Priority Registration Begins for Summer/Fall 2016
        Tuesday

Apr 15  Graduation Application Deadline for Summer 2016 and Fall 2016
        Friday

May 02  Course Review Day [Classes must convene and instructors will prepare students for Final Exams]
        Monday

May 03  Course Review Day [Classes must convene and instructors will prepare students for Final Exams]
        Tuesday

May 03  Last Class Day for Spring 2016 Semester
        Tuesday

May 03  Last Day to Withdraw from the University (from All Courses) for the Spring 2016 semester
        Tuesday

May 04 - May 10  Final Examination Period
                  Wednesday through Tuesday

May 10  Final Grades Due for Graduating Candidates
        Tuesday

May 14  Commencement
        Saturday

May 17  Final Grades Due for All Other Students
        Tuesday