

**ADMJ 240W 001-006:
Research Methods in Criminal Justice
Spring 2004**

Meeting times:

All Sections: Monday & Wednesday, 11:15 - 12:05, 262 Willard

Section 1---M 02:30P - 03:20P 104 OSMOND

Section 2---M 02:30P - 03:20P 105 E E WEST

Section 3---M 03:35P - 04:25P 262 120 SACKETT

Section 4---M 03:35P - 04:25P 118 SACKETT

Section 5---M 04:40P - 05:30P 308 WILLARD

Section 6---M 04:40P - 05:30P 319 WILLARD

<u>Instructor</u>	<u>Office</u>	<u>Phone</u>	<u>Office hours</u>	<u>Email</u>
Dr. Laurie Scheuble	914 Oswald	865-6949	M,W 10:00-11:00 F 10:00-12:15 or by appointment	lks12@psu.edu

In addition to in class, all assignments may be found at:

<http://www.personal.psu.edu/lks12>

Course Description and Objectives:

The purpose of this course is to provide an introduction to the research process in the social sciences through lecture, discussions, readings, examinations, exercises, and a written research report. In addition, this course will help you to develop skills and tools which will help you succeed in the crime, law and justice job market. The skills and information learned in a social research course could prove to be the most useful you acquire in college. After completion of this course, you will know about and be able to do the following.

1. Be familiar with all major aspects of the survey research process including problem design, questionnaire construction, sampling and data analysis.
2. Be familiar with techniques of sampling and advantages and disadvantages of each technique.
3. Know how to write a professional paper including a literature review, methods section, findings, discussion, conclusion, references, tables and appendices.
4. Be familiar with major research techniques and their use in the criminal justice field including experiments, unobtrusive measures, field research and evaluation research.
5. Be able to understand empirical journal articles in criminology and criminal justice.
6. Be familiar with sources of criminology information and be able to access them through library and computer data bases.
7. Become familiar with ethics and the research process.
8. Learn about occupational variety in the area of criminal justice.
9. Develop a resume to prepare you for your entry into the job market. This information is taught by ADM J advisor Katelyn Perry and written assignments are associated with the unit.

Required Textbooks:

1. Babbie, Earl. *The Practice of Social Research*. 10th ed. Belmont, CA: Wadsworth.
2. Henry, Stuart & Hinkle, William. *Careers in Criminal Justice: The Inside Story*. 2nd ed. Salem, WI: Sheffield Publishing.
3. Wagenaar, Theodore and Earl Babbie. *Practicing Social Research: Guided Activities to Accompany "The Practice of Social Research"*. 10th ed. Belmont, CA: Wadsworth.

Course requirements and policies:**1. Attendance.**

Attendance is graded in the class and discussion sections. It is expected that students will attend class and section discussions regularly and follow the assigned reading schedule. Attendance will be taken each week in the discussion section. Attendance will be taken on randomly chosen days of the lecture. Students will be asked to sign their name on a 3 X 5 card. Students will earn points by being present. Students will be able to earn additional points by responding to quiz questions which have to do with the information which is being covered at that time either in class or in the readings. The responses to the quiz questions will be written on the attendance card along with your name. Students should be aware that attendance and performance are *strongly* correlated.

2. Readings.

Reading assignments appear on the tentative course outline. Students should complete the readings *before* the assigned dates. The material presented in lectures and discussion sections assumes that students are acquainted with the material in the textbooks.

Please note that there is more material in the texts than will be covered in lectures and classroom discussions. Students are responsible for *all* of the assigned material regardless of whether or not it is discussed in class. If you are having trouble with some of the material in the book, please bring your questions to the attention of the instructor or a teaching assistant during class or office hours or by e-mail.

3. Exams.

There are three exams – two mid-terms and a final. The two midterms will have a combination of multiple-choice, essay and problem questions. The final exam will be multiple-choice only.

Make-up exams will not be administered without a valid, documented excuse.

Exam appeals.

If you disagree with my response on a question, interpreted a question differently than I did, or disagree with my grading of your essays, you will have one week from the date the exam is reviewed in your discussion section to e-mail Professor Scheuble an appeal. Appeals should present information dealing with why your response is better than mine, or how you interpreted the question. Please cite your text or lecture notes in your appeal. Do not simply write that you disagree or that your answer is better. You need to have a well-thought out argument. Professor Scheuble will respond to you as soon as possible. You may get full credit for a question, partial credit or no credit for a question. *Due to constraints of time, students may **not** appeal items on the final exam.*

4. Written assignments.

The best way to learn how to write well is to write often. In this course, you will write often. Writing assignments fall into two categories – those completed for the professional development unit and those which form parts of a research paper. For the

professional development unit, students will produce a resumé, and cover letter. The research paper is written in segments. Students will submit a preliminary topic, and supporting materials, and a first draft of each section of the paper. Students then will rewrite each section. Students will choose their own research topics from items on the *Violence Toward Women and Men* survey.

More detailed information on each of these assignments will be provided in the paper description handout.

Written Assignment appeals

If you disagree with the grade you received on any of your writing assignments, you must first speak with your discussion section instructor and try to work out any differences.

If this does not lead to a satisfactory solution, Dr. Scheuble will reread your work and decide upon the final grade. In rare cases, Professor Scheuble will overturn the grade of the instructor in favor of a higher grade. However, in general, the instructors are far more generous graders than is Dr. Scheuble.

Writing assignments and Class

1) The resume, cover letter, and empirical paper assignments will be handed out in lecture or the discussion section.

2) Copies of hand-outs may also be found on <http://www.personal.psu.edu/lks12>

5. Policies on submitting written assignments.

Due dates for written assignments are noted on the course outline. Regardless of the pace of lectures, these due dates are firm. Written assignments *must* be turned into **discussion section instructors** during the regular section meeting. **Five percent will be deducted from you assignment for each day the assignment is late. This practice will be strictly enforced.**

Please be sure that you keep copies of all of your drafts of all sections of the paper. Also, please keep a back-up of all sections of papers. "My computer ate my paper" is not a legitimate excuse for late papers.

When submitting final versions, you must include the first draft returned to you by the section instructor. **Failure to submit the first draft with your final draft results in a penalty of 10% of the maximum possible grade for the assignment.**

6. Human subjects research basic training.

Conducting research on human subjects raises special ethical problems for researchers. Early in the course, some of these ethical issues will be discussed in the text and in lectures. In order to help ensure compliance with ethical codes regarding human subject research, Penn State has developed an on-line training program. Students in this course must complete the training.

To complete the on-line training program, go the human subjects page of the university's Office of Regulatory Compliance (ORC) at:

<http://www.research.psu.edu/orp/hum/train/intro.html>

Follow the instructions. Completing the course requires you to read material posted on the site and earn a passing grade on a brief quiz. When taking the quiz, be sure to list Dr. Laurie Scheuble as your faculty advisor. The ORC will send the names of those who have passed the program to Dr. Scheuble.

Students must complete this assignment anytime before February 16th, 2004. No exceptions will be made. Material from the training program will appear on Exam 1.

If you have previously taken and passed the training, the ORC office will provide that information to the instructor.

7. Attendance

Five percent of your grade will be based on attendance and participation in your discussion section and five percent will also be allocated to attendance and quizzes in the lecture (a total of 10 percent of your final grade). Please come to class prepared and ready to participate.

8. Grading.

The percentage allocated for each exam and written assignment is listed in the table below. The grading scale is summarized on the next page.

<u>Assignment</u>	<u>% of total grade</u>
<i>Exams:</i>	
Occupations Quiz	5%
Exam 1	16%
Exam 2	16%
Final exam	17%
<i>Completion of human subjects research basic training seminar:</i>	1%
<i>Written assignments, professional development unit:</i>	
Resumé, 1 st draft	1%
Resumé, 2 nd draft	1%
Cover letter, 1 st draft	1%
Cover letter, 2 nd draft	1%
<i>Written assignments, research paper:</i>	
Proposed research topic, preliminary hypotheses,	2%
Review of 4 sources/ Preliminary reference section due	2%
Introduction, literature review, statement of proposed work, 1 st draft	4%
Methods section	2%
Findings/Tables	5%
Complete paper final version (including an abstract)	16%
<i>Attendance/participation</i>	10%

Grading Scale:

TOTAL PERCENT	GRADE	TOTAL PERCENT	GRADE
94%-100%	A		
90%-93.9%	A-	87.9%-89.9%	B+
83.33%-87.8%	B	80%-83.32%	B-
75%-79.9%	C+	70%-74.9%	C
60%-69.9%	D		
59.9% and below	F		

9. Academic integrity.

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty of others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Violations of academic integrity will be reported to Judicial Affairs (count on it). The complete University policy regarding academic dishonesty is available in the University's *Policies and Rules: A Guide to Students* or on the web at (<http://www.psu.edu/dept/oue/aappm/G-9.html>).

Because the development of writing skills is one of the primary goals of the course, plagiarism will be considered an especially heinous offense. A student who submits plagiarized work on any written assignment will receive a grade of F for the course. Forging your name or a friend's name on an attendance card is considered to be academic dishonesty. Students who are unclear about what constitutes plagiarism are encouraged to refer to the examples provided by the English Department at (<http://www.psu.edu/dept/english/policy/plagiari.html>).

10. Disability Access Statement

Penn State encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state and federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell me as soon as possible.

12. Extra Credit

Occasionally, during the course of the semester, extra credit opportunities arise. However, they are unpredictable and should not be depended upon as a means to passing the course. We have one definite extra credit assignment for this semester. On April 22nd and 23rd, the Crime Law and Justice alums will be on campus to talk to students about their occupations. If you attend this event, ten points will be added to your lowest exam score. More detail will be given out in class when we get closer to this date.

11. Sharing Mutual Expectations

Since we are engaging in the process of learning about an area of study, it is vital that we all understand the expectations we have for one another.

What You May Expect of the Instructors

A sincere effort to help you learn the course material. We intend to spend enough time and effort in class preparation to make the material as understandable and interesting as we possibly can.

Accessibility—We agree to be available to you outside of class should you desire help, clarification, etc. Naturally, we cannot promise to be free to talk with you at length at any time during the day or night. If you get in touch with us at a time when we are occupied with something that can't wait, we will gladly set a time to meet with you.

Attention/courtesy--When you are speaking, you have our undivided attention. We will never ridicule you or express disagreement in an impolite way.

Fairness--Your grade will be based upon what you have learned. It will not be based upon personal consideration nor whether we agree upon an issue.

What We Will Expect of You

A sincere effort to learn the course material. It is impossible to understand course material if you do not read the material and spend only a few hours per week preparing for the exams, doing the workbook assignments and working on the research paper. We expect you will be motivated to understand the course material and to work with other class members on discussion section projects.

Careful and complete reading of the assignments.

Attention/Courtesy--Just as we will not be inattentive or impolite to you, we expect your undivided attention. When a student or instructor is speaking, we expect you to give that person your undivided attention. Also, please do not engage in "side-bar" conversations during the class. This makes it difficult for other students to hear and to follow the content of the presentation. ***Although this may seem obvious, turn off you cell-phone before the class begins, do not read the newspaper, and do not wander around the classroom during class.***

Promptness—Come to class on time and leave class at the end of the class period. If you need to leave early for some valid reason, please sit at the back of the classroom and, before the class begins, inform your instructor that you will need to leave early. Also, we fully expect you will comply with all due dates. Due dates are firm even if you leave early, are ill etc.

Courtesy/Civility—We expect that you will treat us with respect both inside and outside of the classroom.

12. Film

We see one film during the semester. The material from the film will be tested upon and consequently, you need to be sure you see the film. If you miss the film, you can contact Nancy Schneider or log on to the Media Services web site to arrange to view the film(s). The contact information is:

Nancy Schneider
PENN STATE MEDIATECH
111 Special Services Bldg.
nws@psulias.psu.edu
nws1@psu.edu
863-3202 (phone)
863-2574 (fax)
www.libraries.psu.edu/mtss

TENTATIVE COURSE SCHEDULE

Topics covered are subject to change contingent upon the speed which we are able to cover the material. However, assignment due dates and exam dates will not be changed.

Week 1: January 12

Readings:

Babbie, Ch. 1; Henry & Hinkle Section 1 through Chapter 9

Classroom topics:

Introduction to the course and the research process

Section topics: Expectations in the discussion section.

Week 2: January 19th

Readings:

Henry and Hinkle: Section 2 thru Section 6 (including all chapters in between)

Classroom topics:

Professional Development Unit (Katelyn Perry)

Section topics: How to write a resume and cover letter

Week 3: January 26th

Readings: Henry and Hinkle Section 6 to Appendix II (including all chapters in between)

Classroom topics:

Criminological Research Questions

Section topics: Professional writing and professional papers (Handout for the research paper)

Discussion of occupations quiz

Workbook 1.3

Week 4: February 2nd

Readings:

Babbie, Ch. 2, 3

Classroom topics:

logic, ethics

(Feb 4th) *Film: A Quiet Rage: Stanford Prison Study*

Section topics:

Quiz on Occupations (Henry and Hinkle Readings)

Week 5: February 9th

Readings:

Babbie , Ch 3

Classroom topics:

Causation, Ethics

Section topics:

1st draft of resumé and cover letter due for all sections

Sections 1,3 and 5

Meet in Paterno Library, Room 302 for a research workshop

:Your section instructor will collect your assignment at the library.

Sections 2,4 and 6

Meet in your regular classroom

:select a research topic; hypotheses

:go over survey

:discuss Workbook 2.1

Week 6: February 16th

Readings:

Babbie, Ch. 4, 5

Classroom topics:

Research Designs/Measurement

Section topics:

Sections 1,3 and 5

Meet in your regular classroom

:select a research topic; hypotheses

go over survey

:discuss Workbook 2.1

Sections 2, 4 and 6

Meet in Paterno Library, Room 302 for a research workshop

Week 7: February 23rd

Readings:

Babbie, Ch. 5 (cont.)

Classroom topics:

Measurement

2/25: Exam 1

Section topics

2nd draft of resumes and cover letters due;

:review for Exam 1

Week 8: March 1st

Readings:

Babbie, Ch. 7

Classroom topics:

Sampling

Section Topics:

More on the front end of the paper: introductions and literature reviews (including hypotheses)

Proposed research topic and preliminary hypotheses due;

Week 9: March 8th

Spring Break

Week 10: March 15th

Readings:

Babbie, Ch. 7; Appendix A

Classroom topics:

Sampling continued

Section topics:

Review of four journal articles and preliminary reference section due.

Workbook 7.1 and 7.2

Exam 1 return

Week 11: March 22nd

Readings:

Babbie, Ch. 9

Classroom topics:

Survey research

Section topics:

:Workbook 9.2

Week 12: March 29th

Readings:

Babbie , Ch. 14

Classroom topics:

Data analysis

Section topics:

1st draft of introduction, literature review (statement of past work), and hypotheses due (include bibliography)

Workbook:14.3

Discussion of methods section

Week 13: April 5th

Readings:

Babbie Ch 16

Classroom topics:

Data analysis

April 7th: Exam 2

Section topics:

Workbook: 14.2

Review for exam

First draft of methods section due.

Week 14: April 12th

Readings:

Babbie: Ch 15, 8

Classroom topics:

Elaboration and control, experiments

Section topics:

More on Tables

Workbook 15.1 and 15.2

First draft of findings section and tables.

Week 15: April 19th

Readings:

Babbie Ch. 10

Classroom topics:

Qualitative methods (field research); focus groups

Section topics:

Workbook exercise 10.3

Focus group exercise

Week 16: April 26th

Readings:

Babbie, Chpts 11 and 12

Classroom topics:

Triangulation, content analysis; evaluation research unobtrusive measures

Section topics:

:Review for final exam

Final version of complete research paper due

May 3-7 The last exam will be given during finals week.