

CJ 787
Research Design
Fall, 2007

I. General Information

Instructor: Hee-Jong Joo, Ph.D.
Phone: (936) 294-4773
Class Hours: M 3:00-5:50 p.m.
Class Room: CJC A205

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and by appointment

II. Course Description

This course examines the advanced topics of research design in criminal justice with an emphasis on the practical aspects of research design and implementation. Topics to be covered include, but are not limited to, the role of theory in social research, research ethics, measurement, reliability and validity, sampling theory and techniques, and alternative research design. Students will also learn in depth how to research an agreed upon topic by taking a detailed, step-by-step approach with their own semester-long research project. As an end product, students are required to write a research paper of quality suitable for publication in a referred journal, with a presentation to the class at the end of the semester. (Prerequisites: CJ 592-Survey of Research Methods and CJ 685-Statistics for Criminal Justice Research. Students who do not have this background are discouraged from taking this class).

III. Goals and Objectives

By the end of the course students should be able to:

1. Understand some of the advanced key issues in research design.
2. Critically evaluate journal articles, readings and other textual materials in terms of research design and methodology.
3. Design and write a research proposal of your own in your areas of academic interests.
4. Write a research paper of quality suitable for consideration for a publication in a referred journal.

IV. Text and Course Requirements

1. Textbooks and Materials

1) Required Texts:

- (1) Singleton, Royce and Bruce Straits. 2004. *Approaches to Social Research*, 4th Edition. New York, NY: Oxford University Press.
- (2) Creswell, John. 2003. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2nd Edition. Thousand Oaks, CA: Sage Publications.
- (3) Fink, Arlene. 2004. *Conducting Research Literature Reviews: From the Internet to Paper*, 2nd Edition. Thousand Oaks, CA: Sage Publications.
- (4) Rudestam, Kjell and Rae Newton. 2007. *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*, 3rd Edition. Thousand Oaks, CA: Sage Publications.
- (5) Galvan, Jose. 2006. *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*, 3rd Edition. Los Angeles, CA: Pyrczak Publishing.

* Additional readings will be assigned on specific topics.

2) Recommended Reading:

- (1) Hunter, John and Frank Schmidt. 2004. *Methods of Meta-Analysis: Correcting Errors and Bias in Research Findings*, 2nd Edition. Thousand Oaks, CA: Sage Publications.
- (2) Locke, Lawrence, Waneen Spirduso, and Stephen Silverman. 2007. *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals*, 5th Edition. Thousand Oaks, CA: Sage Publications.
- (3) Pan, M. Ling. 2008. *Preparing Literature Reviews: Qualitative and Quantitative Approaches*, 3rd Edition. Los Angeles, CA: Pyrczak Publishing.

2. Course Approach and Requirements

This class will follow a seminar format, and its success will depend on students to actively discuss the assigned readings in class. Lectures will be at a minimum. Students must come to class prepared for discussion. Class attendance, reading, writing, and class participation are mandatory.

- 1) Attendance and Class Participation: Attendance and Class participation will be 15% of the final grade, and it will be measured based on the following three areas:

- (1) Class Attendance: Regular and punctual class attendance is required. Attendance will be recorded for each class session. The student should notify the instructor in advance when unable to attend class so that any material assigned to you can be either reassigned or presented by the instructor. The student will be penalized for more than three hours of absence.

- (2) Class Preparation: To get the most out of the learning experience, students are expected to complete required readings and other assignments prior to each class. Students are required to fill out and turn in “Reading Discussion Guide” (RDG: 1 page) each week. Class preparation will be measured by, but not limited to, demonstrated understanding and critical reviews of assigned readings, and the quality of answers to RDG.
- (3) In-Class Discussion: Each student is expected to make a significant contribution to class discussions. Students are expected to read all assigned materials and be prepared to discuss the material in class. Class discussion will be subjectively measured by, but not limited to, the quality and quantity of class discussion, willingness to listen and respond to opinions of others, and participation in sharing relevant articles or information beyond assigned readings.
- 2) Chapter/Article Review Presentations: Each student is required to prepare two in-class chapter/article review presentations on primary topics assigned each week (20 minutes each). Students are expected to: present a brief summary of assigned reading materials in terms of the major points or arguments; provide a critical review of them (what does the student think about arguments?); and lead a discussion of them. Students are required to prepare PowerPoint slides for use in presenting these reviews to the class. Each presentation will be required to demonstrate an advanced knowledge of the material, to assist the student in articulating what they have read, and to lead a class discussion on the material covered. The presentations will be evaluated based on the following criteria: organization of presentation; substantive quality of information presented; ability to hold the audience’s attention; and the relevance to primary foci of the class.
- 3) Journal Article Critiques: Students are required to submit three critiques on the selected articles published in eight major journals in criminal justice. They include Criminology, Justice Quarterly, Crime and Delinquency, Journal of Research in Crime and Delinquency, Journal of Criminal Law and Criminology, Journal of Quantitative Criminology, Journal of Criminal Justice, and Criminal Justice and Behavior. (1 page per article)
- Review of the “Introduction” of 3 journal articles
 - Review of the “Literature Review” section of 2 journal articles.
 - Review of the “Data and Methods” section of 2 journal articles.
- 4) A Research Paper: There will be one term paper with a presentation to the class during the last two class days. The paper should be an individualized research project on a topic of professional interest related to the class. The student is expected to integrate theories, methodologies, and empirical findings into his/her project by critically analyzing and evaluating previous literature on the topic of his/her selection. The student is also expected to integrate class and outside materials to form the basis of his/her paper. The outside materials should come primarily from refereed journal

articles. A minimum of 25 refereed journal sources is required for the paper. The paper is expected to be an original paper developed solely for this class consisting of approximately 25 word-processed and double-spaced pages. Late submissions for the completed paper will result in a one-letter grade reduction and will not be accepted after one class meeting.

► Procedure and Guidelines for a Research Project

(1) Paper Topic (Due: 3rd week or September 3, 2007):

Select a clear and specific topic, explain why it is significant, and identify some of the research questions to be examined. The instructor must approve all topics. They must be approved no later than the third class day. To obtain approval, please submit a one page abstract with 10 refereed journal references. The paper should be typed and double-spaced. Failure to have your topic approved on time will result in at least a one letter grade reduction on your assignment.

(2) Research Proposal (Due: 6th week or September 24, 2007):

The proposal should contain an introduction to your research topic, along with some information which addresses the following questions:

- What are the major arguments or controversies related to your topic?
- Why is this issue significant to criminal justice researchers or practitioners?
- What are the major research questions you are going to examine (including the identification of the dependent variables and related independent variables)?
- What data and method will be used to analyze?

The proposal should be typed, double-spaced, and approximately 5 pages in length with at least 15 refereed journal references.

(3) First Formal Draft (Due: 12th week) and Peer Review (Due: 13th week):

Students are required to submit a first formal draft by the 12th week of class. The paper should be typed, double-spaced, and no less than 20 pages in length. Students are also required to have their draft reviewed by one peer in class, and to turn in a peer review evaluation form filled out by that reviewer to the professor by the 13th week of class. The draft and peer review is worth 20% of the final grade.

(4) In-Class Presentation: During the last two weeks of class, students will be required to make a formal presentation of their final paper to the class and lead a discussion of their findings. The format of this presentation will be in PowerPoint. The oral presentation grade will be based on clarity, completeness, demonstrated understanding, and compelling delivery of the presentation.

(5) Final Paper (Due: 15th week or Nov. 26, 2007):

Students will be required to submit a full written report of their term project. The paper should be typed, double-spaced, and be approximately 25 pages in length.

► Guideline for Grading First Formal Draft and Final Paper: The written paper grade will be based on content-completeness and demonstrated understanding of the topic (30%), clarity of writing (30%), organization (30%), and citation and reference style –APA style (10%).

V. Grading:

1. Attendance and Class Participation:	15%
2. Two Article Review Presentations:	20% (10% each)
3. Three Journal Article Critiques	15% (5% each)
4. A Research Paper:	50%
- Topic:	5%
- Research Proposal with Presentation:	10%
- First Formal Draft and Peer Review:	15%
- Final Paper with Presentation:	20%
5. Final Exam:	10% (extra)

VI. Other Course Information

1. Makeup Exams or Class Presentations/ Late Submissions:

Makeup exams or in-class presentations will be given only for the most serious circumstances and with prior approval. If you have serious circumstances that require you to miss the exam or class presentations, you will be required to provide documentation regarding your absence. Missing a makeup exam or presentation will result in a grade of zero for that exam or presentation. Late submissions for summaries, research proposal, or paper will be downgraded (-10%) and will not be accepted after one class. All assignments handed in should be typed, double-spaced, and size 11 font.

2. Academic Dishonesty:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of

resource materials. Any student engaged in academic dishonesty in this class will receive an “F” for the semester. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

3. Classroom Rules of Conduct:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process.

4. Student Absences on Religious Holy Day Policy:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

5. Students with Disabilities Policy:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you

have a disability that may adversely affect your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center . For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/811006.html

6. Visitors in the Classroom:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

7. Use of Blackboard:

The syllabus and other class-related materials will be placed on Blackboard in case a student requires an additional copy. Notices regarding the class will be posted on Blackboard as well.

VII. Course Outline

The tentative course outline indicates the approximate dates when selected topics will be discussed. The chapters listed for each lecture should be read before attending that class. If changes in the schedule and readings are necessary, students will be held responsible for such changes that will be announced in class.

Course Outline: CJ 787-Fall 2007

Week	Dates	Topics Covered / Reading Assignments
1	Aug. 20	Review of Course Syllabus Course Introduction
2	Aug. 27	The Role of Theory in Scientific Inquiry The Research Process - Creswell, ch.7; Singleton, ch 1-3; Rudestam, ch 1
3	Sep.3	Labor Day Holiday Research Topic Due: Sep. 3
4	Sep. 10	Getting Started: Selection of a Research Topic - Introduction - Stating Research Problems and Hypotheses - Creswell, ch.4-6; Rudestam, ch 2, 4 1st Journal Article Critique (Introduction) Due: Sep. 10
5	Sep. 17	Justifying a Research Study: - Literature Review and Statement of the Problem - Creswell, ch.2; Galvan (All); Fink, ch.1 (pp. 1-50) 2nd Journal Article Critique (Literature Review) Due: Sep. 17
6	Sep. 24	Describing Research Plan: Method Section: - Rudestam, ch 5; Creswell, ch.3 (pp.49-62), ch. 9 (pp. 153-162); Fink, ch. 2 (pp. 103-150) Research Proposal Due: Sep. 24

7	Oct. 1	<p>Ethical Considerations in Research Design: Human Subjects - Singleton, ch. 16; Creswell, ch.3 (pp.62-69); Rudestam, ch.13</p> <p>Measurement, Reliability and Validity - Singleton, ch. 4; Additional readings</p> <p>3rd Journal Article Critique (Data & Methods) Due: Oct. 1</p>
8-9	Oct. 8-15	<p>Experimental Design and Quasi-Experimental Design - Singleton, ch.7; Creswell, ch.9 (pp.162-175); Fink, ch.2 (pp. 59-73); Additional readings</p> <p>Revised Introduction and Literature Due</p>
10	Oct. 22	<p>Survey Research Sampling Theory and Techniques - Singleton, ch.5; Fink, ch.2 (pp. 82-92); Additional readings</p>
11-12	Oct. 29 – Nov.5	<p>Methods of Meta Analysis - Singleton, ch. 12 (pp.401-405); Fink, ch.5 (pp. 201-26); Additional readings</p> <p>First Formal Draft Due: Nov. 5.</p>
13	Nov. 12	<p>ASC Meeting Preparation- Library Research Day Peer Review Due: Nov. 12.</p>
14	Nov. 19	<p>Mixed or Multiple Methods - Singleton, ch.12 (pp.381-400); Creswell, ch.11; Writing Research Paper - Rudestam, ch.10; Additional readings</p>
15	Nov. 26	<p>Term Project Presentations Research Paper Due</p>
16	Dec.3	<p>Term Project Presentations</p>
17	Dec. 10	<p>Final Exam</p>

