Elizabeth Maier, Ph.D.  
**Office Phone:** 974-5504  
**Office Location:** Communications 115  
**Email:** emaier@uco.edu  
**Office Hours:** Mondays & Wednesdays 4:15-5:00pm, Tuesdays and Thursdays 9:30-10:30am, Thursdays 3:00-4:30pm and by appointment

**Course Description & Prerequisites from 2012-2013 Catalog:**
This course is primarily designed to acquaint students with quantitative and qualitative research methodologies, including an in-depth analysis of the following: conceptualization of research, type of sampling strategies, data collection methods, research design and proposal writing. Prerequisite(s): ENG 1113, 1213, (CJ 1413 and SOC 3633 with minimum grades of “C”). Enrollment open to criminal justice majors only with senior standing.

**Course Objectives:**
- Identify the purposes of conducting scientific research and address methodological issues necessary for conducting and critically analyzing criminological research
- Know the various forms of data collection and sampling techniques used in criminal justice research
- Examine general issues in research designs, including criteria for causality, types of validity, units of analysis, different types of research design, and stages in the research process
- Understand issues related to conceptualization and measurement of topics of interest in criminal justice
- Describe the diverse ways crime is measured and be familiar with the strengths and limitations of each method
- Understand the different types of data used in criminological research and the key issues associated with evaluation research, policy analysis and general analyses of criminological data

**Transformational Learning Objectives:** The University of Central Oklahoma is a learning-centered organization committed to transformative education through the “Central Six,” which include Discipline Knowledge; Leadership; Problem Solving (Research, Scholarly and Creative Activities); Service Learning and Civic Engagement; Global and Cultural Competencies; and Health and Wellness.

This course addresses one of the university’s transformative learning goals: problem solving through research, scholarly, and creative activities. Problem solving through scholarly and creative pursuits will be addressed through the design of an original research proposal.
Required Texts for Course:


(3) Research articles available online which are assigned throughout the course. A full citation list along with the hyperlinks for the articles can be found at the end of this syllabus and are also online in the course management software. Please report links that aren’t working to Prof. Maier as soon as possible. All links were working as of the start of this semester.

Course Format:
This course will consist of lecture and class/group discussion. On several occasions, a video or guest speaker will be used to supplement the course material. All material covered in class could potentially be on an exam. Multiple times throughout the course there will be an in-class activity for students to complete. These activities are based on class readings and lecture. They ask students to apply what they have learned and are completed during class time. The activities are either individual or group. They are worth varying amounts. The in-class activities cannot be made up unless the student missed class for an excused absence.

Course Requirements:
Homework Assignments – Throughout the semester, students will need to complete application exercise assignments from the Ireland et al. book. These homework assignments are due on Wednesdays and the specific due dates for each of the eight homework assignments are located in the tentative schedule portion of the syllabus. A more detailed assignment sheet for each homework assignment is available online. Each homework assignment is worth 20 points.

Exams – There will be two exams for this course (midterm and final). Each exam is worth 100 points and will consist of matching, multiple choice, true & false, and short answer questions. A review sheet detailing exactly what material will be on each exam will be provided to students a week in advance of the scheduled exam.

Participation - A portion of the final grade will be based on class participation. To receive full credit for participation, students must actively participate and contribute to the class discussion. This entails students reading required articles/chapters and being able to discuss them in class. Participation grades will be determined by the discretion of the instructor. Students who speak in class only few times during the semester will not receive full participation points. Lack of classroom participation may result in a pop-quiz at any time. (A pop-quiz cannot be made up unless it is an excused absence.) Participation is worth 15 points.
Research Proposal - Undergraduate students will work alone to complete an original, scholarly research proposal. The proposal will be 10-12 pages in length, not including the required cover page, table of contents, references pages, or appendices, etc. Specific guidelines for this assignment will be discussed during the first weeks of school and available in D2L (Desire to Learn). The research proposal topic is due February 11 (worth 5 points). The four peer reviewed sources are due on March 11 (worth 5 points). The draft research proposal is due on April 22 (worth 75 points). The final research proposal is worth 100 points and is due on April 29. Prof. Maier will NOT accept electronic copies of the research proposal.

ACAT – For department assessment purposes, students will be taking the ACAT standardized test during this semester. You will receive the points for the test simply by taking it. Your grade on the test isn’t relevant for this course. The test is worth 10 points.

Course Grading: Course is worth a total of 625 points
Exams (2 x 100) = 200 points (32%) Homework (8 x 20) = 160 points (26%)
Research Proposal = 185 points (30%) ACAT = 10 points (2%)
Participation = 15 points (2%) In-Class Activities/Quizzes = 55 points (9%)

A = 560 - 625 points (90-100%)  
B = 497 - 559 points (80-89%)  
C = 435 – 496 points (70-79%)  
D = 372 – 434 points (60-69%)  
F = 0 – 371 points (59% and below)

Extra credit may be offered at the professor’s discretion.

Tentative Schedule:

Mon Jan. 14 – Introduction to Course, and Criminal Justice & Scientific Inquiry (Maxfield & Babbie, Ch. 1)

Wed. Jan. 16 – SPSS Introduction

Mon. Jan. 21 - MLK Day, No Class

Wed. Jan. 23 – Ethics and Criminal Justice Research, Proper Citations, & Plagiarism (Maxfield & Babbie, Ch. 2) and SPSS

Mon. Jan. 28 - General Issues in Research Design (Maxfield & Babbie, Ch. 3)

Wed. Jan. 30 – Mismeasure of Crime, SPSS
*Application Exercise 2.3 due in class (Ireland et al. workbook)

1 This schedule is subject to change as the need arises. Students will be notified in advance of any changes to allow enough time for proper preparation.
Mon. Feb. 4 - Concepts, Operationalization, and Measurement (Maxfield & Babbie, Ch. 4; Horney et al. article)

Wed. Feb. 6 – Experimental Research Designs (Maxfield & Babbie, Ch. 5; Zhang & Zhang article)
*Application Exercise 3.1 due in class (Ireland et al. workbook)

Mon. Feb. 11 - Quasi-Experimental Research Designs (Maxfield & Babbie, Ch. 5 and Houran et al. article)
*Research Proposal Topic due in class

Wed. Feb.13 – Sampling (Maxfield & Babbie, Ch. 6) and SPSS
*Application Exercise 4.1 or 4.2 due in class (student choice on which one complete)

Mon. Feb. 18 - Survey Research, and SPSS activities (Maxfield & Babbie, Ch. 7)

Wed. Feb. 20 - Surveys continued (3 articles: Hines & Straus article, Ward & Gryczynski article, Wilson et al. article)
*Application Exercise 5.1 or 5.2 due in class (student choice on which one complete)

Mon. Feb. 25 - Field Research (Maxfield & Babbie, Ch. 8 and two articles: Low et al. article, Shearing & Stenning article)

Wed. Feb. 27 – Peer Reviewed Sources & APA Format ***Class meets in Library room 226
*Application Exercise 6.2 due in class

Mon. March 4 – review for midterm exam

Wed. March 6 – Midterm Exam

Mon. March 11 - Secondary Data (Maxfield & Babbie, Ch. 9)
*Peer Reviewed Sources due in class

Wed. March 13 – SPSS
*Application Exercise 1.3 due in class

March 18-22 – No Classes, Spring Break

Mon. March 25 - Agency Records and Content Analysis (Maxfield & Babbie, Ch. 9 and three articles: Lowenkamp et al. article, Sherman & Berk article, Wahl et al. article)

Wed. March 27 – SPSS
Mon. April 1 - Evaluation Research and Problem Analysis (Maxfield & Babbie, Ch. 10 and two articles: Ritter article, Wilson article)

Wed. April 3 – SPSS

Mon. April 8 – Research Methods: Putting it all together

Wed. April 10 - Work on Research Proposals in Computer Lab
*Application Exercise 7.1 due in class

Mon. April 15 - Interpreting Data (Maxfield & Babbie, Ch. 11)

Wed. April 17 - Work on Research Proposals in Computer Lab
*Application Exercise 1.1 due in class

Mon. April 22 – Student Review of Proposals
*Draft of research proposals due in class (electronic copies not accepted)

Wed. April 24 – ACAT

Mon. April 29 - Guest Speaker, Angie Baker-OSBI SAC
*Research Proposals due in class (electronic copies not accepted)

Wed. May 1 – review for final exam

Final Exam: Wednesday, May 8, 5:30pm

Online Course Management System = D2L (Desire to Learn)
As you might be aware, UCO recently switched course management software systems. We will be using D2L during this semester. If you are unfamiliar with D2L or need assistance, please use the resources below for help.
Students access D2L through the "My Courses" tab inside UCONNECT (uconnect.uco.edu). Below are the resources available for students:
  • Learn@UCO Student Website: http://www.uco.edu/technology/student/d2l
  • Full D2L Student Help Guide available in Learn@UCO
  • Walk-up, phone, or email assistance is available through the UCO Service Desk.
    o Walk-up: Library, 1st Floor
    o Phone: 974-2255
    o Email: support@uco.edu

Policies & Expectations:
Attendance: As this is an upper level and graduate course it is assumed that students will attend class regularly. Any student who misses more than 30% of the legal class periods is subject to the grade of “F” regardless of assignment and test scores. In-class activities and/or pop-quizzes can only be made up if the absence is excused.
**Make-Ups:** Exams will be taken at scheduled times unless arrangements are made with the professor. Students who miss exams due to an excused absence (e.g. death in the family or documented illnesses) will be allowed to take a make-up exam. If at all possible the student should contact the professor within 24 hours of the original exam date. If possible, please notify the professor before the scheduled exam. The professor reserves the right to make all make-up exams 100% essay exams. The professor also reserves the right to issue a zero to any student not adhering to this policy.

**Late Assignments:** Late assignments are accepted with penalties and only until one week after the original due date. Each day the assignment is late is worth a letter grade. For example, if the assignment is due at 1pm on November 4th, it is late at 1:01pm on 11/4 and the highest grade you could receive would be a B. If you turned in the assignment on 11/6, the highest grade you would receive would be a D. Assignments will not be accepted one week (7 days) after the original due date.

**Academic Integrity:** Each student is expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Academic dishonesty includes, but is not confined to: plagiarizing; cheating on tests or examinations; turning in counterfeit reports, tests, and papers; stealing tests or other academic material; knowingly falsifying academic records or documents of the institution; accessing a student's confidential academic records without authorization; disclosing confidential academic information without authorization; and, turning in the same work to more than one class without informing the instructors involved. Any student found responsible of academic dishonesty will be subject to disciplinary action. Violation of these expectations, as specified above and in sections III, IV, and V of the Student Handbook, may result in penalties up to and/or including expulsion from the University.

UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of various plagiarism prevention tools and methods which may be utilized by your faculty instructor during the terms of the semesters. In the UCO Student Handbook, there is a process for contesting any plagiarism allegations against you.

**Students with Disabilities:** The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services at (405) 974-2516. The DSS Office is located in the Nigh University Center,
Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.

To access the Student Information Sheet and Syllabus Attachment, please go to:
http://www.uco.edu/academic-affairs/files/aa-forms/faculty/StudentInfoSheet.pdf

**Expectations:** Students are expected to come to class prepared. Students should have read the assigned chapter/material prior to that day’s class and be ready to discuss the material.

**Fatal Error Policy** – Students should know (or learn) how to write properly and in a professional manner. All written work should meet certain standards. For this course, there are three (3) main areas of writing that students will be expected to know. If students do not do as instructed, there will be consequences. The three areas are citations, following directions, and grammar and spelling.

**Citations** - students need to properly cite their sources, quotations, etc. If they do not, it will result in an automatic zero for the assignment.

**Following Directions** - students need to follow the directions for the assignment. Failure to follow the directions will result in an automatic 25% reduction in grade for the assignment.

**Grammar and Spelling** - student’s work should be free of grammar and spelling mistakes. A few common mistakes include:

- Misspelled word,
- Sentence fragment,
- Run-on sentence,
- Capitalization mistake,
- Serious error in punctuation,
- Error in verb tense or subject/verb agreement.

If a student's assignment exceeds the allowed number of grammar and/or spelling mistakes (see each individual assignment for that specified number), he/she will automatically receive a 25% reduction in grade for the assignment. Students could receive a total of 50% off an assignment if they do not follow directions and exceed the number of grammar and spelling mistakes allowed.

If you have trouble writing, please visit with writing center on campus (part of Tutoring Central). It helps to read your work out loud. You will catch many mistakes that way. Additionally it is always a good idea to have someone else proofread your work.

**Final Exam, Emergency & No-Show:** If a university emergency occurs that prevents the administration of the final exam, the student’s final course grade will be calculated based on the

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work in the course completed to that point. Final exams will not be rescheduled, and a grade of incomplete (I) will not be given as a result of the missed exam. If a student does not show up and take the final exam during the scheduled exam time, he/she will receive a zero for the exam unless the student contacts the professor within 24 hours of the scheduled exam and provides documents detailing why the student had a legitimate reason for not taking the exam as scheduled.

**CJ4113/5113 – Course Tutor**

A course tutor (when possible) will be available to assist students with the learning of course materials. Students are encouraged to attend tutoring sessions to review concepts and materials covered in class. Tutoring sessions will not be like formal class sessions. Students should go to tutoring sessions prepared with their course materials and use the time to discuss concepts and issues that were covered in class and ask questions. The goal of the tutoring sessions is to assist students with course information, not to provide specific feedback on the proposal assignment. The instructor retains the right to take tutoring attendance into account when deciding borderline grades. Students are encouraged to check D2L (Desire to Learn) each week for notification on changes or updates to the weekly tutoring schedule.

**Items the tutors can assist you with:**

- Better understanding of course material
- Discussion of course readings and/or articles
- Answer basic questions about homework assignments (tutors will *NOT* do the homework for you)
- Review/study session prior to midterm and final exams
- Formulating your strategy in the early stages of the research proposal

**Items the tutors have been instructed not to do:**

- Complete your homework for you
- Complete your research proposal for you
- Review/read/edit your final research proposal

The university asks that surveys be completed at the end of each tutoring session. Please complete the surveys per the request of the tutor.

**Research Articles for CJ4113/5113-Research Methods**

(Here are the full citations for the assigned articles in alphabetical order by author. Below each citation is the link to the article. To have the link work properly, you’ll need to access it from a UCO computer or while on UCO’s campus. You may access the articles from home via the UCO library homepage.)


http://www.jstor.org/stable/2096316


http://uar.sagepub.com/content/40/5/655.full.pdf


Ritter, N. LAPD chief Bratton speaks out: What’s wrong with criminal justice research—and how to make it right. *NIJ Journal.* Issue No. 257. 7

https://www.ncjrs.gov/pdffiles1/nij/jr000257g.pdf


http://www.nij.gov/journals/257/habilitation-or-harm.html


