Office: LAN Room 108     Office Phone: (936) 468-3948  email: davgi@sfasu.edu

Class Hours & Location: This course is designed as a “HyFlex” course meaning that you get to choose how you interact with the course material. What are your options?

1. Attend class live in Ferguson Liberal Arts 471 / TTh @ 12:30 p.m. – 1:45 p.m.
2. Attend class via livestream at:
   https://sfasu.zoom.us/j/99734136416?pwd=alQrNmNycWZwdEVzb3BOempaUmNiUT09.
   note: the livestream will not be recorded.
3. Work through the material online. There are videos to watch in place of the lectures that are live in the classroom and via livestream.

Throughout the semester, you can choose to interact with the class in whichever way you choose. You learn the material in whichever way is best for you: online video, livestream, or in the classroom (you still have to read the textbook, no matter which you choose).

Office Hours: Just like you have multiple options for attending class, you also have a pair of options for meeting with me during office hours. My office hours are:

❖ Mondays & Wednesdays 9:00 am – 11:00 am
   https://sfasu.zoom.us/j/93933895890?pwd=L1h6Z2NI dnZySTJiUTVVOGN5aWY3UT09
❖ Tuesdays & Thursdays 1:00 pm – 3:00 pm
   https://sfasu.zoom.us/j/97516863649?pwd=d0NRM2R4UmlqYmZsNXJjR0oydVVPUT09

Students may meet with me either face-to-face (f2f) or by Zoom for office hours. If meeting with me by Zoom, make sure you use the correct link for morning or afternoon office hours. During office hours, I will have a Zoom meeting open for students to meet with me. When logging into the Zoom meeting, you will be in a virtual waiting room. If I am meeting with another student, I will be notified that you are waiting and will admit you to the Zoom meeting as soon as I finish with the student meeting with me.

Required textbook:


Recommended textbook2:

https://doi.org.10.1037/0000165-000

1 If this is your first time taking a HyFlex course, that’s ok…it’s my first time teaching a HyFlex course. It will be OK.
2 You should already own a copy of this book from CRIJ 3315. You will need a copy if you do not.
   “No one is better than you and remember, you are better than nobody.” -Thomas Jefferson
Course Protection and Intellectual Property
My personal work contained in this syllabus, the course calendar, and all handouts and assignments created by me are my intellectual property and are protected by law. You do not have authorization to duplicate any part of the work without my permission.

Course Description:
An Introduction to research methods in criminal justice. It will begin with basic intuition and curiosity and will lead students through the process of creating, understanding and interpreting research. This course is writing enhanced.

CRIJ 4341 Understanding Criminal Justice Research (3 credits) is an upper-level fully online course that occurs over the course of 16 weeks. Students are required to complete weekly reading quizzes which are hosted online through Brightspace and require 30 minutes each to complete. The course also includes a comprehensive final exam hosted on Brightspace which requires one hour to complete. Students will have significant weekly reading assignments and will be required to complete a 10-15 page research proposal facilitated through a series of assignments throughout the semester. Students will spend an average of six hours each week in the completion of assigned work and preparation for in-class sessions.

Program Learning Objectives:
- The student will demonstrate an understanding of the purposes and operation of the major components of the criminal justice system, and the student will be able to critically analyze the criminal justice system and its aims and outcomes.
- The student will demonstrate a fundamental understanding of human behavior from a historical, criminological and sociological perspectives that influence the development of criminological theory and the application of theory to justice administration.
- The student will demonstrate an understanding of legal and/or social science research and will apply professional standards of writing and research to criminal justice issues.
- The student will demonstrate an awareness of multicultural and ethical issues in criminal justice, and will use ethical reasoning to formulate decisions and promote positive organizational and professional trust.

Student Learning Objectives: By completing this course, students should be able to:
- Explain the methods and ethical issues related to the study of crime patterns and criminal behavior.
- Develop operational definitions of concepts and measurement for the purpose of criminological research.
- Conduct experimental and quasi-experimental research utilizing appropriate sampling techniques and survey design.
- Demonstrate the basic processes used for program evaluation research related to criminal justice agencies.

“Attendance” Policy:
Students are expected to interact with the material in each unit, in the manner of their own choosing. As such, attendance will not be taken in the traditional manner. Be aware that on the 12th class day, the professor is required by university policy to report students who have never attended class (which can, in turn, will cause you to be dropped from the course and may impact your financial aid). To avoid being reported as never having attended class, (a) attend a classroom session either in the classroom or via livestream or (b) submit at least one assignment.

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Grading Policy
Final course grades will be assessed on the following scale:

- **“A” 90-100%**  
  Chapter quizzes: 20% of grade
- **“B” 80-89%**  
  Mid-term & Final exam: 20% of grade
- **“C” 70-79%**  
  Assignments: 40% of grade
- **“D” 60-69%**  
  Research proposal: 20% of grade
- **“F” 0-59%**

**Required Course Work:**

- **Quizzes & Exams:**
  - **Chapter Quizzes:** Each week, there will be a quiz associated with the chapter being studied in class that week. Students All quizzes are hosted on D2L/Brightspace. Students will be allowed up to four attempts at each quiz as long as a minimum grade threshold is met on each attempt. **Note: students are required to complete at least one quiz attempt each week before being allowed to access other course material for the week.**
  - **Mid-term & Final exam:** At the end of the semester, there will be a comprehensive final exam hosted on D2L/Brightspace. The final exam will utilize the same format as the chapter quizzes (and the same testbank). **Note:** Students who earn a 90% or better average on the quizzes for chapters 1-5 & 7 will be exempt from the mid-term exam (the quiz average will be used as the mid-term exam grade). Students who earn a 90% or better average on the quizzes for chapters 8-13 will be exempt from the final exam (the quiz average for those quizzes will be used for the final exam grade).

- **Assignments:** Students will be expected to complete one assignment each week related to course material. Many of the weekly assignments are designed as preparation work for the research proposal. Due dates and instructions for each assignment are available on the course calendar and with each week’s instructional material.

- **Research proposal:** Each student will produce a research proposal during the semester. More details regarding this project can be found on D2L/Brightspace.

**Incomplete course work:** Late assignments will not be accepted **will not be permitted without approval** obtained from the instructor based on extenuating circumstances. Extenuating circumstances include, but are not limited to: military deployment, religious holidays/observances, court appearances, jury duty, family emergencies, personal or immediate family illness, or participation in student athletics or other university-approved activity.

Please note the following course policies regarding course work missed as a result of absences:

- **Students who miss exams because of participation in student athletics or other university-approved activities will be permitted to take a make-up exam at the professor’s convenience. Such students will also be allowed to make up assignments given or completed in class on the day of the approved absence.**

- **Students who miss assignments for reasons other than student athletics or other university-approved activities will need to provide acceptable documentation of the absence.** Acceptable documentation includes, but is not limited to: notices from doctors/medical providers on official stationery that include the date(s) of illness; published obituaries that include the date of funeral services; a copy of military orders; or a copy of jury duty summons or other judicial document supporting a court appearance.

- **Requests for late submission of assignments must be made in person (or via Zoom) during regular office hours. The professor will ignore such requests made by email.**

**Conduct:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student **“No one is better than you and remember, you are better than nobody.” - Thomas Jefferson**
Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Rules of the Classroom**

1. No cell phone usage such as texting or accessing the internet unless situationally approved by the professor. If I have to ask you more than once to stop using your phone, you will be asked to leave the classroom, and a 5% deduction from your final grade may be applied. If you are a working professional on-call or experiencing a family situation that requires you to be in contact with relevant persons, let the professor know before class begins.

2. The wearing of hats, caps, or other headwear is not acceptable in the classroom.

3. Maturity – Certain topics within this course may stir emotional reactions in some. So as not to distract others or derail the lecture, mature behavior is required. Please treat others with respect and courtesy. If you distract my class—or if you disrespect others’ opinions, feelings, or beliefs—you will be asked to leave.

4. When others are speaking, you are expected to listen and to be respectful of the person’s right to have an opinion that may differ from your own.

5. While the 1st Amendment to the U.S. Constitution protects each individual’s freedom of expression, freedom of speech is NOT an absolute right. Students who express themselves in a way that belittles, insults, bullies, or otherwise attempts to make another person feel like they are less human than another will be held accountable for their inappropriate conduct. There will be consequences for being a bully, insulting or belittling another, or being mean and hateful. Students violating this policy will be given one opportunity to apologize publically. Those that refuse to apologize or continue to disrespect, bully, or harass others in the class will be removed from the course with a grade of F.

6. I do not “give” grades; I merely report them. You are in complete control of your final grade. Everyone starts with a C; where you go from there depends entirely upon you. Do NOT come to me at the end of the semester asking me to “give” you anything—and a 79 is NOT an 80....

7. The tentative class schedule is a general guide. Coverage of the material may be accelerated, decelerated, rearranged, augmented, diminished, or otherwise modified when the professor believes such change would be to the benefit of the class.

This syllabus will act as the final word in the event of a discrepancy, error, or misunderstanding. Make sure you read and understand it completely—and make sure you keep a copy for reference during the semester.

**Academic Integrity**

Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a

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component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in the act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Consequences: Students who, by a preponderance of the evidence as judged by the professor, engage in academic dishonesty or plagiarism may face any or all of the following at the discretion of the professor: (1) receive a grade of zero on the relevant assignment or exam or (2) receive a grade of zero for the course.

**Disabled Student Policy:**

To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**SFA Mental Health Resources:**

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
- SFASU Counseling Services
  - SFASU Counseling Services
  - www.sfasu.edu/counselingservices
  - 3rd Floor Rusk Building
  - 936-468-2401

**SFASU Human Services Counseling Clinic**
- www.sfasu.edu/humanservices/139.asp
- Human Services Room 202
- 936-468-1041

**Crisis Resources:**
- Burke 24-hour crisis line 1(800) 392-8343
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

**Course Withdrawal and Withheld Grades:**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. The last day to drop the course with a grade of W is 20 October 2021.

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**Class Schedule** – subject to change at instructor’s discretion; All assignments are due by midnight on the day indicated (all times CST)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Textbook Reading</th>
<th>All assignments/quizzes etc. are due by 11:50 CST on the Saturday of the unit’s week unless otherwise noted on Brightspace..</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Course Introduction</td>
<td>Ch. 3</td>
<td>Stage one (a): Research Proposal topic Ch. 3 quiz, all Unit 2 assignments</td>
</tr>
<tr>
<td>Aug 23-28</td>
<td>Ethics in Criminal Justice Research</td>
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<tr>
<td>Unit 2</td>
<td>Scientific Inquiry</td>
<td>Ch. 1</td>
<td>Ch. 1 quiz, all Unit 2 assignments</td>
</tr>
<tr>
<td>Aug 30-Sept. 4</td>
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<tr>
<td>Unit 3</td>
<td>Foundations in Criminal Justice Research</td>
<td>Ch. 2</td>
<td>Ch. 2 quiz, all Unit 4 assignments</td>
</tr>
<tr>
<td>Sept. 6-11</td>
<td></td>
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<tr>
<td>Unit 4</td>
<td>General Issues in Research Design</td>
<td>Ch. 4</td>
<td>Ch. 4 quiz, all Unit 5 assignments</td>
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<tr>
<td>Sept. 13-18</td>
<td></td>
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<tr>
<td>Unit 5</td>
<td>Concepts, Operationalization, &amp; Measurement</td>
<td>Ch. 5</td>
<td>Ch. 5 quiz, all Unit 6 assignments</td>
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<tr>
<td>Sept. 20-25</td>
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<tr>
<td>Unit 6</td>
<td>Experimental &amp; Quasi-Experimental Designs</td>
<td>Ch. 7</td>
<td>Ch. 7 quiz, all Unit 7 assignments</td>
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<tr>
<td>Sept. 27-Oct. 2</td>
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<tr>
<td>Unit 7</td>
<td>Mid-term Exam *the remainder of the Unit is dedicated to completing the Stage one (b)</td>
<td>none</td>
<td>Stage one (b): Literature Review; Mid-term exam</td>
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<tr>
<td>Oct. 4-9</td>
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<tr>
<td>Unit 8</td>
<td>Sampling</td>
<td>Ch. 8</td>
<td>Ch. 8 quiz, all Unit 9 assignments</td>
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<tr>
<td>Oct. 11-16</td>
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<tr>
<td>Unit 9</td>
<td>Survey Research</td>
<td>Ch. 9</td>
<td>Ch. 9 quiz, all Unit 10 assignments</td>
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<tr>
<td>Oct. 18-23</td>
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<tr>
<td>Unit 10</td>
<td>Qualitative Interviewing</td>
<td>Ch. 10</td>
<td>Ch. 10 quiz, all Unit 11 assignments; Stage Two: Methodology</td>
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<tr>
<td>Oct. 25-30</td>
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<tr>
<td>Unit 11</td>
<td>Field Observation</td>
<td>Ch. 11</td>
<td>Ch. 11 quiz, all Unit 12 assignments</td>
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<tr>
<td>Nov. 1-6</td>
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</tbody>
</table>

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</tr>
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<tbody>
<tr>
<td>Unit 12</td>
<td>Agency Records, Content Analysis, &amp; Secondary Data</td>
<td>Ch. 12</td>
<td>Ch. 12 quiz, all Unit 13 assignments; Stage three: Introduction and conclusion</td>
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<tr>
<td>Nov. 8-13</td>
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<tr>
<td>Unit 13</td>
<td>Evaluation Research &amp; Problem Analysis</td>
<td>Ch. 13</td>
<td>Ch. 13 quiz, all Unit 14 assignments</td>
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<tr>
<td>Nov. 15-20</td>
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<tr>
<td>Nov. 22-27</td>
<td>Thanksgiving Break</td>
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</tr>
<tr>
<td>Unit 14</td>
<td>Research proposal</td>
<td></td>
<td>There are no assignments or new material during this week which is dedicated to completing the research proposal. I will be available on Zoom during normal class time during this week to assist students.</td>
</tr>
<tr>
<td>Nov. 29-Dec. 3</td>
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<tr>
<td>Dec. 6-10</td>
<td>FINAL EXAM!!</td>
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