CJUS 4700.900: Research Methods in Criminal Justice

Course Syllabus

Instructor: Dr. Brooke Nodeland
Term: Fall 2023
Class meeting: This is an online class. Course expectations and classroom policies are outlined in the syllabus below. While students are expected to complete written assignments, participate in online discussions, and online quizzes, there are no on formal on campus meetings for this course.

Instructor’s Contact Information

<table>
<thead>
<tr>
<th>Email (preferred)</th>
<th><a href="mailto:brooke.nodeland@unt.edu">brooke.nodeland@unt.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Phone</td>
<td>940-565-2562</td>
</tr>
<tr>
<td>Office Location</td>
<td>Chilton 273K</td>
</tr>
<tr>
<td>Office Hours</td>
<td>By appointment</td>
</tr>
</tbody>
</table>

Scheduling meetings during office hours: I am available for Zoom office hours by appointment during the week. Please email me through my UNT email (not Canvas messaging) to schedule a meeting if needed.

Email expectations: When sending an email, please put the COURSE NUMBER (CJUS 4700) in the subject line of the email. Only emails sent from your UNT email account (username@my.unt.edu) will receive a response. Please allow 48 hours of turnaround time (weekdays) for your email and telephone inquiries when contacting either the instructor or the TA. Also, to ensure that you receive timely course related correspondence, make sure your official email address at UNT is forwarded to your preferred email address. Emails sent after 5p or on the weekends (holidays) will be answered the following business day.

NOTE: I do not use Canvas messenger. Do not send me messages through Canvas.

Required readings
The assigned text listed below is required for all students enrolled in this course. Reading assignments are noted in the Course Calendar.

Course Description
Research methods is designed to help students learn the various ways in which criminal justice questions can be answered. Many of these questions can be addressed in multiple ways, with multiple techniques, each having their own advantages and disadvantages. Discussing and evaluating these techniques for criminal justice-related questions is the overall focus of this course. Major topics related to this overall focus include research ethics and human participant guidelines, the nature of causation versus correlation, experimental and survey research designs, sampling, qualitative research, the advantages and disadvantages of experimental, survey, and qualitative research designs, and reliability and validity among others. (3 credit hours) (Prerequisites:)

This course is primarily designed as an introduction and evaluation of several research methods so that students become intelligent consumers of research. It is also geared toward those who desire a basis for graduate school and/or a foundation of research methods for their chosen occupation. This course is not limited to criminal justice topics, however, as all social science researchers (and all researchers in general) use the same or similar procedures and techniques for answering most research questions. As such, this course covers a wide variety of topics to help illustrate the research process.

Learning Objectives
Students who successfully complete this course will be able to:
1. Identify and examine the purposes and issues of conducting scientific research in criminal justice.
2. Evaluate the various forms of measurement, data collection, and sampling techniques used in criminal justice research.
3. Explain issues in research design, including criteria for causality, types of validity, units of analysis, different types of research design, and stages in the research process.
4. Find and use resources for answering real world research questions.
5. Critically evaluate research based on knowledge of the research process.

Technical Requirements/Assistance
The following information has been provided to assist you in preparation for the technological aspect of the course.
UNT Technical Support: https://it.unt.edu/helpdesk
Canvas Student Guides: https://community.canvaslms.com/docs/DOC-10701
Canvas Video Guides for Students: https://community.canvaslms.com/community/answers/guides/video-guide#jive_content_id_Students
Basic Technical Requirements for Canvas: https://community.canvaslms.com/docs/DOC-10721
Canvas VPAT: https://www.canvaslms.com/accessibility

Minimum Technical Skills:
This is not a computer skills course and as such, students are expected to have a minimum skill set in order to access course materials and complete course assignments. Specifically, students should
know how to access a Web site when given an address, use the features of their Web browser, download files, attach files to emails, use word processing software, copy and paste …etc.

**Access and Navigation**

**Access and Log in Information**

This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Canvas. To get started with the course, please go to: https://unt.instructure.com/login/ldap

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: [http://ams.unt.edu](http://ams.unt.edu).

**Student Resources**

As a student, you will have access to:

- Student Orientation via Canvas. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
- From within Canvas, you will have access to the “UNT Helpdesk” tab which provides student resources and Help Desk Information.

**Course Organization**

Students will most of their time on the Modules page in the course. The Start here module will be available throughout the course and contains the course syllabus. Each week new materials will unlock in line with that noted in the syllabus. Each module will contain objectives, an introduction and to do list for the week, weekly notes, assignments that are due and next steps. You will be able to complete all activities for each week within the Module. Updates to the course and important information will be shared on the Announcements page. Finally, students can view their Grades in the course using the Grades tab in Canvas.

**First steps**

Upon entrance into the online classroom, students should spend some time navigating course materials and links to ensure they are able to locate all required materials. The student should review the syllabus and course materials early in the semester and keep a copy of the syllabus for easy reference throughout the course.

**Student Support**

The University of North Texas provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu
Phone: 940.565-2324
In Person: Sage Hall, Room 130
Regular hours are maintained to provide support to students. Please refer to the website (http://www.unt.edu/helpdesk/hours.htm) for updated hours.

**Method of Evaluation**

As this is an online class, students must be prepared to take responsibility for their own learning. Students should be prepared to take quizzes and complete online discussions with little direction beyond that provided in the syllabus and individual assignment instructions. Students will earn points through two methods of evaluation.

**Quizzes:** Students will complete a total of 13 quizzes throughout the semester worth a total of 195 points or 15 points each. Weekly quizzes will be available for 35 minutes and students will have two attempts to complete them. The highest score between the two attempts will be retained. Because two attempts are offered, there will be no resets or late submissions accepted for any reason. Quizzes are individual assignments and should be completed in private and not in the company of any other student. Quizzes may consist of multiple choice, true/false, matching, short answer questions, and/or essay. While course materials may be referenced during the quizzes, students should treat these quizzes as they would an in-class exam and prepare accordingly. You will not have time to look up every answer. Quiz grades will be available following completion of the quiz. Questions regarding your quiz score should only be sent to the instructor after the quiz availability period has ended and you have a chance to review the assigned readings to justify an argument for your grade dispute. Simply stating you think the answer should be “xyz” will not be sufficient for a re-examination of the question.

**Discussion and participation:** Online discussions are designed to emulate that of the traditional or face to face classroom environment. Students will participate in 5 discussions worth 25 points each for a total of 125 possible points. For each discussion, students will be required to both respond to the weekly discussion question as well as make two substantive posts to classmates’ posts in order to be eligible for full credit. The idea is for this to emulate a real classroom discussion and not just write posts for the sake of writing posts.

Discussion question responses should range from 250-300 words of original content (references etc. do not count towards the word count requirement). Participation posts must reflect critical thought and reflect substantive contribution to the class discussion (a minimum of 150 words per response). Rather, simply posting that you agree or disagree with another students post or restating their post will not constitute a substantive response. These posts account for a substantive portion of the overall course grade and will not be treated as completion grades. Students should take their time in responding and crafting a carefully thought out response. Students will be graded on grammar, so proofread submissions prior to posting.

Responses should be typed in a word document before cutting and pasting them into the text submission box to ensure they have a backup copy in the event of a technical issue. Students are strongly encouraged to complete their work as early as possible during the discussion week to
avoid these types of issues and should email the discussion response to the instructor before the due date and time in the event of technical issue the night the assignment is due.

Full points for discussions require incorporation of empirical references in APA format as described in individual discussion assignments. Discussions will close promptly at 11:59p on the due date listed in the course calendar at the end of the syllabus. Discussion/participation posts cannot be submitted after the discussion forum closes on the designated due date and time.

*Students must respond to the discussion question in order to unlock that week’s discussion and enable the ability to respond to others’ posts. **Students are required to create an original discussion post prior to being able to see other students work. Any attempt at bypassing this requirement, by posting a blank original post, will result in a zero.** All discussion and participation posts must be completed by the due date and time. **No late discussion posts or participation posts will be accepted for any reason.** If you have technical difficulties in submitting your post, you must email the instructor a copy of your post prior to the discussion due date to be eligible for partial credit. The instructor retains discretion to accept or evaluate any submission not turned in through the Discussion board in Canvas on time.

Discussion posts/participation posts will be graded and returned within one week of the assignment due date.

Discussion questions are designed to assess your comprehension and understanding of course materials, not a description of your personal opinion.

**Online activities:** Students will participate in 6 online activities worth 25 points each for a total of 150 possible points. Instructions for these activities are outlined in Canvas. These assignments must be submitted through the submission link in Canvas to be evaluated for credit.

**Research proposal:** Students will complete a 7-8 page research proposal worth 100 possible points. Instructions for this assignment will be unlocked in Canvas on November 13; students will have 3 weeks to complete the assignment. This is a cumulative assignment designed to assess students comprehension of all material covered throughout the course. Students should take this assignment seriously using the full 3 weeks of available to work on the assignment. Assignments must be submitted by the deadline designated in the Course Calendar. If a student experiences an emergency situation in which they are unable to submit their assignment on the due date, they must contact the instructor as soon as possible (prior to the assignment due date). Remember, technical issues the day an assignment is due are not considered an emergency. The paper will be graded and returned within one week of the assignment due date. Instructions for the final paper are posted in Canvas.

The research proposal will be evaluated using the rubric provided below:
<table>
<thead>
<tr>
<th>Category</th>
<th>Advanced</th>
<th>Meets expectations</th>
<th>Below expectations</th>
<th>Insufficient</th>
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</thead>
<tbody>
<tr>
<td>Introduction &amp; Statement of Problem (10 points)</td>
<td>Student evaluates the problem within multiple contexts and its significance with respect to multiple potential implications, and argues that the problem is important and requires study</td>
<td>Student examines the problem within nearly all contexts and its significance with respect to multiple potential implications, and deduces that the problem is important and requires study</td>
<td>Student articulates the problem within one or two contexts and it significance with respect to one or two potential implications, and partially illustrates that the problem is important and requires study</td>
<td>Student identifies the problem within at least one context and its significance with respect to at least one potential implication, and struggles to state that the problem is important and requires study.</td>
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<td></td>
<td><strong>8-10 points</strong></td>
<td><strong>7 points</strong></td>
<td><strong>5-6 points</strong></td>
<td><strong>0-4 points</strong></td>
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<tr>
<td>Research Design (25 points)</td>
<td>Student proposes the most appropriate method for the problem, accurately judges the selected method as quantitative or qualitative, and demonstrates appropriate techniques and procedures for data collection.</td>
<td>Student closely selects the most appropriate methods for the problem, accurately categorizes the selected method as quantitative or qualitative, and chooses appropriate techniques and procedures for data collection.</td>
<td>Student partially selects the most appropriate methods for the problem, accurately categorizes the selected method as quantitative or qualitative, and describes appropriate techniques and procedures for data collection.</td>
<td>Student struggles to describe the most appropriate methods for the problem, to state whether the selected method is quantitative or qualitative, and to list techniques and tools for data collection.</td>
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<td><strong>22-25 points</strong></td>
<td><strong>17-21 points</strong></td>
<td><strong>10-16 points</strong></td>
<td><strong>0-9 points</strong></td>
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<tr>
<td>Category</td>
<td>Advanced</td>
<td>Meets expectations</td>
<td>Below expectations</td>
<td>Insufficient</td>
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<td>Human Subjects/Ethics</td>
<td>Student thoroughly appraises all potential</td>
<td>Student determines nearly all potential</td>
<td>Student partially describes potential human subject</td>
<td>Student struggles to identify potential human</td>
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<tr>
<td>(5 points)</td>
<td>human subject concerns, realistically evaluates</td>
<td>human subject concerns, realistically contrasts</td>
<td>concerns, cites examples of potential risks and</td>
<td>subject concerns, to identify potential risks and</td>
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<td>potential risks and benefits, and constructs a</td>
<td>potential risks and benefits, and constructs a</td>
<td>benefits, and constructs a proposal to minimize</td>
<td>benefits, and to describe a proposal that may or</td>
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<td></td>
<td>proposal to minimize potential risks as much as</td>
<td>proposal to minimize potential risks as much as</td>
<td>proposal to minimize some potential risks.</td>
<td>may not minimize some potential risks.</td>
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<td>possible.</td>
<td>possible.</td>
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<td>4-5 points</td>
<td>3 points</td>
<td>2 points</td>
<td>0-1 points</td>
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<tr>
<td>Sample</td>
<td>Student accurately determines the population of</td>
<td>Student closely articulates the population of</td>
<td>Student partially describes the population of</td>
<td>Student struggles to identify a population</td>
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<td>(15 points)</td>
<td>interest and the units of analysis, evaluates the</td>
<td>interest and the units of analysis, determines the</td>
<td>interest and the units of analysis, explains the need</td>
<td>unit of analysis, to discuss the need for</td>
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<td>need for representative sampling and justifies</td>
<td>need for representative sampling and justifies</td>
<td>for representative sampling and discusses decision,</td>
<td>representative sampling and to state a decision,</td>
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<td>decision, justifies inclusion and exclusion</td>
<td>decision, justifies inclusion and exclusion</td>
<td>describes inclusion and exclusion criteria, and</td>
<td>and to identify a sampling method.</td>
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<td>criteria, and proposes the sampling method that</td>
<td>criteria, and determines the sampling method that</td>
<td>selects a sampling method that may reduce sampling</td>
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<td>most reduces sampling error (if applicable).</td>
<td>most reduces sampling error (if applicable).</td>
<td>error (if applicable).</td>
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<td>13-15 points</td>
<td>10-12 points</td>
<td>7-9 points</td>
<td>0-6 points</td>
</tr>
<tr>
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<td>Below expectations</td>
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<td>Measurement (15 points)</td>
<td>Student accurately determines relevant independent variable(s), dependent variable(s), and more than one potential intervening variable, completely and accurately conceptualizes and operationalizes the main IV(s) and DV(s), specifies the level of measurement for each.</td>
<td>Student closely determines relevant independent variable(s), dependent variable(s), and at least one potential intervening variable, completely and nearly conceptualizes and operationalizes the main IV(s) and DV(s), closely specifies the level of measurement for each.</td>
<td>Student partially determines relevant independent variable(s) and dependent variable(s), attempts to conceptualize and operationalize the main IV(s) and DV(s), partially describes the level of measurement for each.</td>
<td>Student struggles to identify an independent and dependent variable, attempts to conceptualize and operationalize them, and struggles to identify a level of measurement for each.</td>
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<tr>
<td>Reliability &amp; Validity Concerns (10 points)</td>
<td>Student thoroughly evaluates all of the reliability and validity issues, and proposes multiple ways to address them.</td>
<td>Student closely evaluates all of the reliability and validity issues, and proposes at least one way to address them.</td>
<td>Student evaluates some of the reliability and validity issues, and partially discusses at least one way to address them.</td>
<td>Student struggles to evaluate the reliability and validity issues, and struggles with describing a way to address them.</td>
</tr>
<tr>
<td>Category</td>
<td>Advanced</td>
<td>Meets expectations</td>
<td>Below expectations</td>
<td>Insufficient</td>
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<td>Discussion &amp; Conclusion (10 points)</td>
<td>Student formulates and analyzes several realistic policy implications of hypothetical results (both if hypotheses were supported and if they were not), and develops supported conclusions and recommendations.</td>
<td>Student formulates nearly all the realistic policy implications of hypothetical results (both if hypotheses were supported and if they were not), and outlines supported conclusions and recommendations.</td>
<td>Student partially discusses a few realistic policy implications of hypothetical results (both if hypotheses were supported and if they were not), and articulates supported conclusions and recommendations.</td>
<td>Student struggles to identify at least one policy implication of hypothetical results (both if hypotheses were supported and if they were not), and to state a conclusion and at least one recommendation.</td>
</tr>
<tr>
<td>Mechanics - grammar, spelling, and punctuation (10 points)</td>
<td>Uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free (no spelling, grammatical, or punctuation errors)</td>
<td>Uses straightforward language that generally conveys meaning to readers with few errors.</td>
<td>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</td>
<td>Uses language that impedes meaning because of errors in usage.</td>
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Comprehensive exam: The final exam will consist of 100 multiple choice, true/false, matching, short answer questions, and/or essay worth .5 points each or 50 total possible points. The exam for 120 minutes once it is opened and students will have two attempts to complete it. The highest score between the two attempts will be retained. Because two attempts are offered, there will be no resets or late submissions accepted for any reason. The exam is individual assignment and should be completed in private and not in the company of any other student. While course materials may be referenced during the exam, students should treat the exam as they would an in-class exam and prepare accordingly. You will not have time to look up every answer. The exam grade will be available following completion of the exam. Questions regarding your score should only be sent to the instructor after the availability period has ended and you have a chance to review the assigned readings to justify an argument for your grade dispute. Simply stating you think the answer should be “xyz” will not be sufficient for a re-examination of the question.

As discussed above, students will have the opportunity to earn up to 620 points for the semester. Possible points can be earned in the following manner:

- Quizzes (13 @ 15 points each)  195 possible points
- Activities (6 @ 25 points each)  150 possible points
- Discussion responses (5 @ 25 points each)  125 possible points
- Research proposal  100 possible points
- Comprehensive exam  50 possible points

620 total possible points

Final grades will be based on students’ accumulation of points according to the table below (grades will not be rounded – the total points accumulated at the end of the semester will be used to determine the final grade):

A = 558-620 points
B = 496-557 points
C = 434-495 points
D = 372-433 points
F = 371 points and below

*If an opportunity for extra credit presents itself; it will be discussed in class and available to the entire class at the discretion of the instructor. There will be no individual opportunities for extra credit.

**Grade related questions or concerns must be addressed within 1 week of the grade being posted to Canvas.

Attendance Policy
As this is an online course, there are fixed deadlines on assignments that students must meet in order to receive up to full credit for completed assignments. Students are expected to log in to the course daily to review course assignments, due dates, and check announcements, etc. Students may complete their work early and, in doing so, have a large amount of flexibility in
completing their assignments. However, while work can be completed early, all assignments must be submitted by the due date listed in the course calendar in the syllabus. Students that have fallen behind, are failing and/or choose to not complete the coursework for the semester are responsible for officially withdrawing themselves from the course; failure to do so will result in a performance grade of "F".

**Classroom Policies**

Students are expected to log in to Canvas daily to check Announcements or changes to the course. Missing deadlines as a result of not frequently checking Canvas will not be an excuse for late work submission.

No late submissions are accepted for any reason. Assignments are generally available for at least a week, as such, there are no extensions for last minute technical difficulties or unexpected events. As this is an online class, students are expected to use their time wisely and complete assignments within the availability period. Time management is an important skill both in terms of academic performance as well as in a professional environment. If a student will be out of town on vacation, work related travel, etc., the student should plan accordingly to complete any assignments prior to being out of town. Requesting exceptions to this policy is unfair to other students who complete assignments within the required time period.

Any assignment submitted in a format that the instructor cannot open, for any reason, will receive a score of a 0 regardless of when the assignment was submitted. Follow individual assignment instructors for formatting and submission expectations. Students should be careful to submit assignments as attachments, unless specifically instructed, as this increases the likelihood an assignment will not be visible to the instructor.

Grade related questions or concerns must be addressed within 1 week of the grade being posted to Canvas. Quiz grades post immediately with correct responses available after the quiz close date. Students should email the instructor with quiz questions after they have reviewed the correct responses within one week of the grade being posted. Questions related to the quiz will not be answered while the quiz is still available. Do not wait until the end of the semester or half way through the semester to ask questions about previous assignments. Students are expected to stay on top their grades as well as their course standings and ask questions in a timely manner.

Final grades are determined based on the point total listed in the syllabus. There is no rounding. Students should do their best on each assignment and submit all completed assignments on time to maximize their performance and earned point total for the course.

**Online Discussion Expectations:** While this is an online class, we will engage in online discussions in which individuals may have strong opinions regarding course related topics. Our online classroom is a collaborative environment in which every student should feel comfortable expressing ideas, opinions and engaging in thoughtful discussions. Students will respect the views and opinions of others at all times; name-calling and personal attacks are not permitted. Students engaging in disruptive or disrespectful behavior in the classroom will be given one warning through an email from the instructor. A second violation will result in the student being
locked out of future discussions eliminating their ability to either participate in future discussions or earn additional discussion points for the course.

**A Grade of “Incomplete” (“I”):** An Incomplete Grade ("I") is a non punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule; and (3) arranges with the professor before the end of the semester to finish the course at a later date by completing specific requirements that the professor must list on the grade sheet. All work in the course must be completed within the specified time (not to exceed one year after taking the course) If you do not meet the specifications for this grade, you will need to see the Registrar’s office about resigning from the University.

**Being a Successful Online Student**
- [What Makes a Successful Online Student?](#)
- [Self Evaluation for Potential Online Students](#)

**Academic integrity**

Standards of academic integrity are expected with regard to any course related work or submission. Students should consult the UNT website for questions, guidelines, appeals, and other information related to these policies:

[http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf)

Academic violation of UNT policy consists of the following:

A. Cheating. The use of unauthorized assistance in an academic exercise, including but not limited to:
   1. use of any unauthorized assistance to take exams, tests, quizzes or other assessments;
   2. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments;
   3. acquisition, without permission, of tests, notes or other academic materials belonging to a faculty or staff member of the University;
   4. dual submission of a paper or project, or re-submission of a paper or project to a different class without express permission from the instructor;
   5. any other act designed to give a student an unfair advantage on an academic assignment.

B. Plagiarism. Use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to:
   1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation.
   2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.
C. Forgery. Altering a score, grade or official academic university record or forging the signature of an instructor or other student.

D. Fabrication. Falsifying or inventing any information, data or research as part of an academic exercise.

E. Facilitating Academic Dishonesty. Helping or assisting another in the commission of academic dishonesty.

F. Sabotage. Acting to prevent others from completing their work or willfully disrupting the academic work of others.

Any violation of academic integrity will be handled on a case-by-case basis. At a minimum, the student will receive a zero on the assignment in question, but more serious academic violations may be subject to the assignment of a failing grade for the course. Please do not hesitate to contact the instructor with questions related to citations or other academic integrity concerns.

Statement on ChatGPT

According to UNT policy 06.003 Student Academic Integrity, academic misconduct is “the intentional or unintentional action by a student to engage in behavior in the academic setting including, but not limited to: cheating, fabrication, facilitating academic misconduct, forgery, plagiarism, and sabotage.” Unless your instructor tells you otherwise, you must complete all course work entirely on your own, using only sources that have been permitted by your instructor, and you may not assist other students with papers, quizzes, exams, or other assessments. If your instructor allows you to use ideas, images, or word phrases created by another person (e.g., from Course Hero or Chegg) or by generative technology, such as ChatGPT, you must identify their source. You may not submit false or fabricated information, use the same academic work for credit in multiple courses, or share instructional content. Students with questions about academic integrity should ask their instructor before submitting work.

Resources

Links to Academic Support Services, such as Office of Disability Accommodation, Counseling and Testing Services, UNT Libraries, Online Tutoring, UNT Writing Lab and Math Tutor Lab are available on the university website.
UNT Portal: http://my.unt.edu

UNT Library Information for Off-Campus Users:
http://www.library.unt.edu/services/facilities-and-systems/campus-access

UNT Computing and Information Technology Center:
http://citc.unt.edu/services-solutions/students

UNT Academic Resources for Students: http://www.unt.edu/academics.htm
Computer Labs: General access computer lab information (including locations and hours of operation) can be located at: http://www.gacl.unt.edu/

Student Evaluation of Instruction (SPOT)
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester to provide you with an opportunity to evaluate how this course is taught. Student feedback is very important to UNT, please complete your SPOT (Student Perceptions of Teaching) survey during the open evaluation time.

ADA Statement and Disabled Student Policy
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Important Notice for F-1 Students taking Distance Education Courses
Federal Regulation
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at http://ecfr.gpoaccess.gov. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f)(6)(i)(G)" and can be found buried within this document: http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT
The paragraph reads:
(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.
**University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

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**Course Calendar and Topics**

Students are responsible for keeping up with the schedule, any schedule changes as well as the assigned readings as we progress through the course. This is a tentative schedule and the instructor reserves the right to modify any part of the schedule at any time throughout the semester. All assignments must be submitted by 11:59p Central time on the date listed below. *Late submissions are not accepted.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings and assignment due dates</th>
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| Week 1 8/21-8/27 | **Topic:** Course introduction  
**Reading:** Course syllabus and Library Course Guide (link in Canvas and in the UNT online library)  
**Assignments due:** Introduction discussion & Library course guide activity due Sunday 8/27 by 11:59p |
|            | *Make sure you have the assigned text by the end of this week* |
| Week 2 8/28-9/3 | **Reading:** Chapter 1 Crime, criminal justice, and scientific inquiry  
**Assignments due:** Scientific claims activity due Thursday August 31 by 11:59p; Chapter 1 quiz due Sunday 9/3 by 11:59p |
<p>| Week 3     | <strong>Reading:</strong> Chapter 2 Foundations of criminal justice research |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>9/4-9/10</th>
<th>Assignments due: Analyzing a journal article &amp; Chapter 2 quiz due Sunday 9/10 by 11:59p</th>
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<tbody>
<tr>
<td>Week</td>
<td>9/11-9/17</td>
<td>Reading: Chapter 3 Ethics and criminal justice research Assignments due: IRB training due Thursday 9/14 11:59p and Discussion Making the unethical ethical &amp; Chapter 3 quiz due Sunday 9/17 by 11:59p</td>
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<tr>
<td>Week</td>
<td>9/18-9/24</td>
<td>Reading: Chapter 4 General issues in research design Assignments due: Chapter 4 quiz due Sunday 9/24 by 11:59</td>
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<td>Week</td>
<td>9/25-10/1</td>
<td>Reading: Chapter 5 Concepts, operationalization, and measurement Assignments due: From Conceptualization to Operationalization activity &amp; Chapter 5 quiz due Sunday 10/1 by 11:59p</td>
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<td>Week</td>
<td>10/2-10/8</td>
<td>Reading: Chapter 6 Measuring crime Assignments due: Measuring Crime activity &amp; Chapter 6 quiz due Sunday 10/8 by 11:59p</td>
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<td>Week</td>
<td>10/9-10/15</td>
<td>Reading: Chapter 7 Experimental and quasi-experimental designs Assignments due: Discussion Experimental and Quasi-experimental Designs &amp; Chapter 7 quiz due Sunday 10/15 by 11:59p</td>
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<td>Week</td>
<td>10/16-10/22</td>
<td>Reading: Chapter 8 Sampling Assignments due: Sampling discussion &amp; Chapter 8 quiz due Sunday 10/22 by 11:59p</td>
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<td>Week</td>
<td>10/23-10/29</td>
<td>Reading: Chapter 9 Survey research &amp; Chapter 10 Qualitative interviewing Assignments due: Discussion Survey research and Chapters 9 &amp; 10 quizzes due Sunday 10/29 by 11:59p</td>
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<tr>
<td>Week</td>
<td>10/30-11/5</td>
<td>Reading: Chapter 11 Field observation Assignments due: Chapter 11 quiz due Sunday 11/5 by 11:59p</td>
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<td>Week</td>
<td>11/6-11/12</td>
<td>Reading: Chapter 12 Agency records, content analysis, and secondary data</td>
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| Week 13  
11/13-11/19 | **Assignments due:** Chapter 12 quiz due Sunday 11/5 by 11:59p |
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<tr>
<td></td>
<td><strong>Reading:</strong> Chapter 13 Evaluation research and problem analysis</td>
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<td><strong>Assignments due:</strong> Chapter 13 quiz due Sunday 11/5 by 11:59p</td>
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<td>* Research proposal instructions now available *</td>
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| Week 14  
11/20-11/26 | Fall break – no assignments due – Enjoy the break! |
| Week 15  
11/27-12/3 | **Assignments due:** Research proposal due Sunday 12/3 by 11:59p |
| Week 16  
12/4-12/7 | **Assignments due:** Comprehensive final due Thursday 12/7 by 11:59p |