

Evaluation and Research Methodologies
CJUS 5700.900/.950
Fall 2019

Welcome to the online section of CJUS 5700, Evaluation and Research Methodologies. I look forward to having you in this class.

Professor Contact Information

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- Office hours: By appointment

Online Class Considerations

This class is completely online. For those of you who have not taken an online class before, these classes require your personal discipline and motivation to keep up with the pace of the class materials. Because students have an extended period of time to complete assigned coursework, the submission of late assigned coursework will generally not be accepted. A zero will be awarded for any coursework that is submitted late or not turned in at all during the scheduled time period. Students with absences that are authorized pursuant to university policy 06.039 Student Attendance and Authorized Absences and that impact the timeliness of their coursework (for example, by covering the entire time period during which coursework could be done), should contact me and provide documentation *prior to any due date* in order for such absence to receive any consideration.

Individual technical or technological difficulties in completing coursework in a timely manner (e.g., computer crashes or viruses or interrupted internet connections) do not constitute a basis to receive a time extension. To avoid such issues, I encourage you to *not wait* until the final available hours or minutes to complete assigned coursework and/or complete your coursework in a UNT computer lab. It is further recommended that you submit assigned coursework through a supported web browser on a computer or laptop rather than an iPad or other electronic device and that you avoid using wireless internet connections.

Because the class is online, you will, of course, need to use a personal computer that is compatible with the UNT online course system or use one of the computers available in the campus computer labs. This is important for submitting your coursework in a timely manner.

Because most of the communication in this course will occur online, you will need to make sure that you keep up with the class communications. I will primarily use the *Inbox* function and the *Announcements* page in Canvas, to communicate with the class as a whole. You should check these areas frequently. These communications will also be sent to your *UNT email address if you have notifications in Canvas set up in this manner*. If you do not routinely check your UNT email address, make sure to forward your UNT email to your preferred email address so that you can stay up-to-date with class announcements and information.

Finally, online classes also require some basic technological skills to access course materials and complete assigned coursework. UNT has a variety of resources to assist you with the technological aspects of navigating this and other online classes. One of the most important of these resources is the help desk. It can be reached by email at helpdesk@unt.edu and via phone at 940-565-2324. Personnel at the help desk can assist you with issues concerning access to UNT's online system and other technological issues.

Course Description

Graduate Catalog Description: Quantitative and qualitative methods of gathering and analyzing data on crime and the justice system, with special attention devoted to evaluation methods.

The purpose of this course is to assist students in becoming both critical consumers and producers of scientific research. Through an understanding of research methodology, the student should be better prepared to determine the adequacy of findings from studies reported in both technical research reports and in academic journals. Further, students should be able to plan, implement, and assess the outcomes of studies that they might initiate. More specifically, students should be able to:

- (1) distinguish between the various quantitative and qualitative research designs as may be dictated by the overall research question;
- (2) understand the statistical techniques that will allow for the testing of research hypotheses;
- (3) appreciate the protection of human research subjects and other ethical issues associated with scientific research; and,
- (4) communicate to a wide range of audiences the technical language of research and statistics.

Students should come away from the course with an appreciation for the relationship between theory (the abstract) and research (the technical) and how both operate in society.

Course Objectives

Upon successful completion of this course, students will be able to:

1. Identify the purposes of conducting scientific research and address methodological issues necessary for conducting and critically analyzing criminal justice research.
2. Recognize the various forms of 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. Develop a research paper and critically evaluate research.

Required Text

Maxfield, M, & Babbie, E. (2014). *Research Methods for Criminal Justice and Criminology* (7th edition). Stamford, CT: Cengage Learning. ISBN: 978-1285067841.

This text is required for all students enrolled in the class and is the only required text for the course. Reading assignments are noted in the Course Schedule. Throughout the course, students will be directed to other supplementary materials that will either be provided to them via the course site or that can be accessed via the internet.

How the Course is Organized

This course will take place completely online through Canvas. The course is composed of several modules. Each module contains the relevant chapter outlines as well as other supplementary material as needed. Note not all modules will contain supplementary materials or require extra reading beyond the textbook. *Online materials that accompany each chapter will highlight and supplement the assigned text readings.* At the end of each module, students will be required to take a quiz that assesses their understanding of the material up to that point. The students will also participate in four discussions through Canvas during the course. Throughout the semester, students will submit four assignments that will ultimately form the bulk of their research proposal. At the end of the semester, the students will submit their completed research proposal which contains the four assignments as well as additional information. Finally, the students will take two exams, a midterm and a final. Both exams will consist of any combination of multiple choice, true/false, short answer and essay questions.

What Should Students Do First?

Once you have read this syllabus, go to the “Start Here” module and click on “Introduction Discussion.” Once you have responded to this post, you can move on to the first module.

How Students Should Proceed Each Week for Class Activities

At the beginning of each week, the student should refer to the course schedule (see below) for their reading assignment for that week. After completing each reading assignment in its entirety, the student should open the corresponding module, study the notes, complete any assigned supplementary reading, and complete any graded coursework due that week. If it is the week an assignment is due, the student should also turn in the assignment through TurnItIn. The textbook chapters, online modules, and supplementary readings will help you complete the coursework for each week and satisfy all learning objectives.

Course Requirements

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives. Each week you will work on various combinations of assignments, discussions, and readings which will be made available to you by each Monday morning at 6 AM and close as late as the following Sunday at 11:59 PM. The due date/time for each assignment and assessment is located in the Course Schedule at the end of this syllabus. Students can expect their grades and feedback to be released to them within 7 business days. There are a total of 680 points that can be earned in this class. The grading scale and descriptions of the assessment measures are described below.

Grading Scale

612-680 points = A

544-611 points = B

476-543 points = C

408-475 points = D

Below 408 points = F

Exams (200 points total)

Each student will be required to take two exams in this course for a total of 200 points (each worth 100 points). The tests will consist of any combination of multiple choice, true-false, short answer, or essay questions. Each test will cover all module note material, assigned material in the

classroom text, and other assigned reading material. By its nature, the material in this class builds off of prior material. As such, the tests may have material from prior sections on it.

Each test will be available for 48 hours. However, once you start the exam you will have only 120 minutes to take it. Note, the tests in this course will have other restrictions as well including the ability to only answer one question at a time and the inability to review prior questions.

You are allowed only 1 attempt to take each exam. Once you start the exam, you cannot exit (and return to) the exam or pause the exam time. Make sure that you log in to take the exam with at least 120 minutes left in the allotted time period. When the allotted time period for the exam expires, the online system will log you out of the exam and will mark all uncompleted answers as incorrect.

Students who do not complete any exam during the scheduled time period will receive a zero for the exam. There will generally be no make-up exams. *Exam grades will be available within 7 business days after the applicable exam period closes.*

Assignments (150 points total)

In preparation for the research proposal, the students will submit four assignments throughout the course. These will form the bulk of the research proposal due at the end of the semester. The first two (Problem Statement and Research Hypothesis) will be worth 25 points each and the other two (Sampling and Research Design) will be worth 50 points each. The assignments are designed to extend your knowledge and understanding of the class materials and provide a vehicle to apply such knowledge and understanding.

Further details and requirements for each of these assignments will be provided during the course. Please note the “last day to submit” your assignment at the end of this syllabus.

Students who do not complete the assignment within the scheduled time period will receive a zero for the assignment. Late assignments will generally not be accepted. *Assignment grades will be available within 7 business days after the applicable assignment period closes.*

Research Proposal (150 points total)

Each student will identify an empirical research question to be addressed by their research proposal. For this project, the research question must be causal in nature (what is the effect of X on Y?). In other words, proposals seeking to address research questions of a descriptive (e.g., characteristics of homicide offenders) or exploratory (e.g., how do prostitutes distinguish between undercover police officers and “Johns”?) nature are unacceptable. Because the proposal requires

you to do an abridged literature review, it is important that the research question be derived from an existing literature on your topic. The topic must be approved by the professor. Further details and requirements for this proposal will be provided during the course.

Students who do not complete the research proposal within the scheduled time period will receive a zero for the research proposal. Late research proposals will generally not be accepted. *Research proposal grades will be available within 7 business days after the applicable research proposal period closes.*

Discussion Posts (100 points total)

Each student will be required to respond to 4 discussions throughout the course of the semester. Each discussion is worth 25 points, for a total of 100 points towards your final grade. Writing portions of the discussions should be roughly 2-3 paragraphs long. Students *must* reply to at least 1 other student's post for full point potential (responding appropriately, of course). For each discussion, your original post will be worth 15 points and your reply will be worth 10 points. The discussion posts are designed to extend your knowledge and understanding of the class materials and provide a vehicle to apply such knowledge and understanding.

Your discussions will be graded on depth of explanation, utilization of outside sources, specific efforts to back up your arguments with logical points and sources, grammar and spelling, and adhering to the assignment requirements. In order to receive full credit you must post an original response and respond to at least 1 other students' post. Note that you will NOT be able to see any other students' posts until you have first posted a thread yourself.

Students who do not complete any discussion posts within the scheduled time period will receive a zero for the discussion post. Late discussion postings will generally not be accepted. *Discussion post grades will be available within 7 business days after the applicable discussion post period closes.*

Module Quizzes (80 points total)

At the end of each module, students will be required to take a quiz that assesses their understanding of the material up to that point. These quizzes will include either multiple choice or true/false questions. In order to precede to the next module or exam, students will be required to score *at least* 80% on the quiz. However, students will be able to take the quiz as many times as necessary to earn that score. Each module quiz will be worth 20 points.

Students who do not complete any module quiz during the scheduled time period will receive a zero for the module quiz. There will generally be no make-up module quizzes. *Module quiz grades will be available immediately after completing the module quiz.*

General Class Policies

Communication: *We will use the course site message function for communication purposes. Any email communication with me outside the course site should be done via my unt.edu email address: fritsch@unt.edu. You should use your UNT email account for all email communications with me. My phone number is 940-565-4954. If you leave a voicemail, please clearly identify yourself and leave a return phone number where I can reach you. I will return emails and voicemails within 48 hours during Monday-Friday. If you do not receive a response from me during that period, assume that I did not receive your communication and contact me again. You are, of course, also welcome to communicate with me in person in Chilton Hall 265 at any time I am in the office or by appointment.*

If you are having technical or technological issues regarding the course, your first communication should be with the help desk at helpdesk@unt.edu or 940-565-2324. The technicians there have the expertise to help you resolve your issues.

Syllabus Change: I reserve the right and have the discretion to change this syllabus. While every effort will be made to follow this syllabus as closely as possible, it is sometimes the case that it must be modified. In the case that it needs to be adjusted, I will announce such adjustments to the class. I will make every effort to ensure that any changes to the syllabus benefit the class as a whole. It is the student's responsibility to check announcements/notifications/emails so that any and all changes are documented. Failure to obtain syllabus changes because of failure to check and read announcements/notifications/emails does not constitute a basis for a missed reading, test date, or other applicable changes.

Release of Chapter Materials: The Chapter Materials for each chapter and related modules will be released on the course site according to the schedule on the Course Schedule. Once released, they will remain available on the course site.

Late Policy: Because students have an extended period of time to complete coursework, *late coursework will generally not be accepted. A zero will be awarded for any coursework that is submitted late or not turned in at all during the scheduled time period.* Students with absences that are authorized pursuant to university policy 06.039 Student Attendance and Authorized Absences and that impact the timeliness of their work (for example, by covering the entire time period during which the coursework could be done), should contact me and provide documentation *prior to any due date* in order for such absence to receive any consideration.

Individual technical or technological difficulties in completing coursework in a timely manner (e.g., computer crashes or viruses or interrupted internet connections) do not constitute a basis to request a time extension. To avoid such issues, I encourage you to *not wait* until the final available hours or minutes to complete assigned coursework and/or complete your coursework in a UNT computer lab. It is also recommended that you submit assigned work through a supported web browser on a computer or laptop rather than an iPad or other electronic device and that you avoid using wireless internet connections.

Online Etiquette: This online format provides the opportunity to thoughtfully discuss issues and exchange ideas. Your communication with me and your fellow students in this online format should be appropriate to the course and respectful of the opinions of others. Engaging in disruptive or disrespectful behavior in this online forum may result in your dismissal from this class, as provided in university policy.

Posting of Grades: Grades for discussion boards, assignments, and exams will be posted in the course site grade book *no later than 7 days after the final due date* for each assessment. Students can access their grades via the *Grades* tab on the course page.

Academic Dishonesty:

All works submitted for credit must be original works created by the student uniquely for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level. UNT's Academic Integrity Policy can be found at <https://policy.unt.edu/policy/06-003>

The university rules concerning cheating and plagiarism will be strictly enforced. *Your work on all coursework should be your own individual and independent work. These are not group projects.*

Turnitin Notice

Students are required to submit written assignments for this class to Turnitin, a web-based plagiarism detection service. Before submitting your paper to Turnitin, please remove your title page and other personal information. Any paper that is not submitted to Turnitin prior to submission to the instructor will not be accepted by the instructor and will not be graded. Finally, if a student is found to have plagiarized, they will receive a grade of zero for the test/assignment/discussion post/research proposal. UNT's Academic Integrity Policy can be found at <https://policy.unt.edu/policy/06-003>

Copyright Notice

Some or all of the materials on this course website may be protected by copyright. Federal copyright law *prohibits* the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: <https://clear.unt.edu/teaching-resources/copyright-guide>

Policy on Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation.

SPOT (Student Perceptions of Teaching): You will have the opportunity to complete the SPOT survey at the end of the semester and share your thoughts about the course. I value the feedback that I receive from the SPOT survey and strongly encourage you to participate by completing the survey in this class and all of your classes.

ADA Statement: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (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 (i.e., electronically, phone, or in person) with each faculty member prior to implementation in each class. For additional information, see the Office of Disability Access website at <http://disability.unt.edu/>. You may also contact them by phone at 940.565.4323.

Intellectual Property Statement: Some of the material posted online for this course is my personal intellectual property or that of the university. You may not use this material for anything other than class purposes.

Emergency Notification & Procedures: UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Course Schedule

Module	Topic, Reading Assignments, and Due Dates
1	<p>Topic: Crime, Criminal Justice, and Scientific Inquiry <u>Reading: Ch. 1</u></p> <p>Topic: Foundations of Criminal Justice Research <u>Reading: Ch. 2; Article:</u> 1) Zhang, S.X. (1998). In search of hopeful glimpses: A critique of research strategies in current boot camp evaluations. <i>Crime and Delinquency</i>, 44(2), 314-334.</p> <p>ASSIGNMENT 1 (PROBLEM STATEMENT) DUE FRIDAY, SEPTEMBER 6 AT 11:59 PM</p> <p>Topic: Ethics and Criminal Justice Research <u>Reading: Ch. 3; Articles:</u> 1) Zimbardo, P. G. (1973). On the ethics of intervention in human psychological research: With special reference to the Stanford prison experiment. <i>Cognition</i>, 2(2), 243-256. 2) Scarce, R. (1994). (No) trial (but) tribulations: When courts and ethnography conflict. <i>Journal of Contemporary Ethnography</i>, 23(2), 123-149. 3) ACJS code of ethics: https://www.acjs.org/page/Code_Of_Ethics</p> <p>DISCUSSION POST 1 DUE THURSDAY, SEPTEMBER 12 AT 11:59 PM RESPONSE 1 DUE SUNDAY, SEPTEMBER 15 AT 11:59 PM</p> <p>MODULE 1 QUIZ SHOULD BE SUCCESSFULLY COMPLETED (SCORE AT LEAST 80%) BY SUNDAY, SEPTEMBER 15 AT 11:59 PM</p>
2	<p>Topic: General Issues in Research Design <u>Reading: Ch. 4; Article:</u> 1) Sherman, L. & Berk, R.A. (1984). The specific deterrent effects of arrest for domestic assault. <i>American Sociological Review</i>, 49(2), 261-272.</p> <p>Topic: Concepts, Operationalization, and Measurement <u>Reading: Ch. 5; Article:</u> 1) Grasmick, H. G., Tittle, C. R., Bursik, R. J., & Arneklev, B. J. (1993). Testing the core empirical implications of Gottfredson and Hirschi's general theory of crime. <i>Journal of Research in Crime and Delinquency</i>, 30(1), 5-29.</p> <p>ASSIGNMENT 2 (RESEARCH HYPOTHESES) DUE FRIDAY, SEPTEMBER 27 AT 11:59 PM</p>

	<p>Topic: Measuring Crime <u>Reading:</u> Ch. 6; <u>Articles:</u> 1) Nolan, J.J., Hass, S.M., & Napier, J.S. (2011). Estimating the impact of classification error on the ‘statistical accuracy’ of Uniform Crime Reports. <i>Journal of Quantitative Criminology</i>, 27, 497-519. 2) Krohn, M.D., Thornberry, T.P., Gibson, C.L., & Baldwin, J.M. (2010). The development and impact of self-report measures of crime & delinquency. <i>Journal of Quantitative Criminology</i>, 26: 509-525.</p> <p>DISCUSSION POST 2 DUE THURSDAY, OCTOBER 3 AT 11:59 PM RESPONSE 2 DUE SUNDAY, OCTOBER 6 AT 11:59 PM</p> <p>MODULE 2 QUIZ SHOULD BE SUCCESSFULLY COMPLETED (SCORE AT LEAST 80%) BY SUNDAY, OCTOBER 6 AT 11:59 PM</p>
<p><i>Exam 1: Modules 1 & 2 (Chapters 1-6)</i> Exam will be open for 48 hours starting Tuesday, October 8 at 8 AM. It will close on Thursday, October 10 at 7:59 AM.</p>	
3	<p>Topic: Experimental and Quasi-Experimental Designs <u>Reading:</u> Ch. 7; <u>Article:</u> 1) Jolliffe, D., Farrington, D.P., & Howard, P. (2013). How long did it last? A 10-year reconviction follow-up study of high intensity training for young offenders. <i>Journal of Experimental Criminology</i>, 9, 515-531.</p> <p>Topic: Sampling <u>Reading:</u> Ch. 8</p> <p>ASSIGNMENT 3 (SAMPLING) DUE FRIDAY, OCTOBER 25 AT 11:59 PM</p> <p>Topic: Survey Research <u>Reading:</u> Ch. 9; <u>Article:</u> 1) Patchin, J.W. & Hinduja, S. (2006). Bullies move beyond the schoolyard: A preliminary look at cyberbullying. <i>Youth Violence and Juvenile Justice</i>, 4(2), 148-169.</p> <p>DISCUSSION POST 3 DUE THURSDAY, OCTOBER 31 AT 11:59 PM RESPONSE 3 DUE SUNDAY, NOVEMBER 3 AT 11:59 PM</p> <p>MODULE 3 QUIZ SHOULD BE SUCCESSFULLY COMPLETED (SCORE AT LEAST 80%) BY SUNDAY, NOVEMBER 3 AT 11:59 PM</p>
4	<p>Topic: Qualitative Interviewing <u>Reading:</u> Ch. 10; <u>Article:</u></p>

1) Leban, L., Cardwell, S.M., Copes, H., & Brezina, T. (2015). Adapting to prison life: A qualitative examination of the coping process among incarcerated offenders. *Justice Quarterly*, DOI: 10.1080/07418825.2015.1012096.

Topic: Field Observation

Reading: Ch. 11; Article:

<http://chronicle.com/article/Conflict-Over-Sociologists/230883/>

ASSIGNMENT 4 (RESEARCH DESIGN) DUE FRIDAY, NOVEMBER 15 AT 11:59 PM

Topic: Agency Records, Content Analysis, and Secondary Data

Reading: Ch. 12; Article:

1) Eschholz, S., Mallard, M., & Flynn, S. (2004). Images of prime time justice: A content analysis of "NYPD Blue" and "Law & Order". *Journal of Criminal Justice and Popular Culture*, 10(3), 161-180.

Topic: Evaluation Research and Problem Analysis

Reading: Ch. 13; Article:

1) Braga, A.A., Piehl, A.M., & Hureau, D. (2009). Controlling violent offenders released to the community: An evaluation of the Boston Reentry Initiative. *Journal of Research in Crime and Delinquency*, 46(4), 411-436.

**DISCUSSION POST 4 DUE THURSDAY, NOVEMBER 21 AT 11:59 PM
RESPONSE 4 DUE SUNDAY, NOVEMBER 24 AT 11:59 PM**

**MODULE 4 QUIZ SHOULD BE SUCCESSFULLY COMPLETED
(SCORE AT LEAST 80%) BY SUNDAY, NOVEMBER 24 AT 11:59 PM**

RESEARCH PROPOSAL DUE ON MONDAY, DECEMBER 2 AT 11:59 PM

Exam 2: Modules 3 & 4 (Chapters 7-13)

Exam will be open for 48 hours starting Tuesday, December 3 at 8 AM. It will close on Thursday, December 5 at 7:59 AM.

Appendix 1

Important Notice for F-1 Students taking Distance Education Courses: Federal Regulation

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 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.