

CJ 7320 – Quantitative Research Methods

Section 001 meets

**Mondays 6.30-7.55pm (CST) and Tuesdays 6.30-7.55pm (CST)
in Zoom <https://txstate.zoom.us/j/91523919934> (Meeting ID: 915 2391 9934)**

Fall 2020

Instructor: Lucia Summers
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Office Hours: Mon 5.00-6.00pm, Tue 8.00-9.00pm, or by appointment

COURSE DESCRIPTION

A course that demonstrates the practical aspects of conducting criminal justice research that uses quantitative methodologies and design. Topics include the philosophy of science; research ethics; methodological designs in establishing causation; nonexperimental/descriptive research; sampling techniques; secondary data sources and data gathering techniques.

LEARNING OUTCOMES

By the end of this course you should be able to demonstrate (all at the doctorate level):

1. an advanced understanding of the research process, as well as the strengths and limitations of some of the more commonly used methodologies in quantitative research; and
2. good critical evaluation and written/oral communication skills.

The goals above can be further broken down as follows:

- 1.1 Critically evaluate the literature in relation to an area of knowledge and identify original and appropriate research questions.
- 1.2 Select and justify methodologies of investigation appropriate to particular research questions, the nature of the topic, and the resources available.
- 1.3 Define and identify ethical issues as they relate to research, including IRB processes.
- 1.4 Define field-specific terms and describe the procedures, strengths and limitations of various quantitative research designs.
- 2.1 Demonstrate an ability to critically evaluate and synthesize the research literature.
- 2.2 Achieve a good standard of academic writing.
- 2.3 Deliver successful oral presentations.

This is a *doctoral-level* methods course that focuses on *mastering* concepts related to conducting and critically evaluating quantitative research. Therefore, **Masters-level knowledge of quantitative research methods is assumed. Students who do not have this level are required to prepare** for the course by reading the course textbook (see below) and/or other material.

Each session will have a designated reading list. However, rather than going through the main concepts as covered in the textbooks, class time will be mainly used to review published research (related to the topic being discussed) and carrying out practical exercises. You are expected to have completed the designated readings and to actively engage in the in-class exercises and discussions.

As a self-assessment exercise, you should aim to complete and achieve a grade of 80% or above in the following online quizzes **BEFORE you start the course**:

- Multiple choice questions from the Student Resources website for Bryman's textbook (see below), for the chapters listed in the Class Schedule below.
- From the course " Learning environment for multilevel methodology and applications (LEMMA)" (register for free at www.cmm.bris.ac.uk/lemma):
 - Pre-requisite statistics quiz
 - Module 1 quiz
 - Module 2 quizzes (4)

Other online quizzes you might want to try are:

- Research methods GoToQuiz (www.gotoquiz.com/research_methods)
- Flashcard quizzes such as https://www.freezingblue.com/flashcards/print_preview.cgi?cardsetID=108408 or https://www.freezingblue.com/flashcards/print_preview.cgi?cardsetID=153547 (more can be found on the website – simply click on “All Cards” and search for “research methods”)

If you score low on these quizzes and/or are unsure about some of the concepts they cover, you should consult your textbook (and/or other sources). You may also want to make use of other materials available from the Student Resources website for Bryman's textbook, which include podcasts, flashcards, and glossaries:

<https://global.oup.com/uk/orc/sociology/brymansrm5e/>

As a guide, you **MUST** be able to explain the meaning of the Basic Concepts listed on the next page (this is not an exhaustive list!). Again, these are not terms that will be introduced in this course; instead, **these are terms you should know BEFORE starting the course.**

What we will do during the semester is cement those key concepts through in-class exercises and other applications, and to discuss more advanced and nuanced issues using these concepts as a foundation.

Basic Concepts

quantitative vs. qualitative research
inductive vs. deductive process
conceptualization vs. operationalization
descriptive, explanatory and evaluative
research questions
role of theory in research
hypothesis
unit of analysis
criteria for causation
variables and attributes/values
independent vs. dependent variable
control group
between-subjects (independent) vs.
within-subjects (related) design
experiment vs. quasi-experiment vs. non-
experiment
counterfactual
ceteris paribus
random assignment vs. matching
random assignment vs. random sampling
time series design
outcome vs. process evaluation
Likert scales
survey piloting
open-ended vs. close-ended questions
blind and double-blind designs
probability vs. non-probability sampling
stratified and cluster/area random
sampling
proportionate vs. disproportionate
stratified random sampling
snowball sampling
selection bias
sample vs. population
sampling frame
nominal, ordinal, interval and ratio data

descriptive vs. inferential statistics
statistical significance
confidence intervals
sampling error
random vs. systematic error
response rate
parametric vs. non-parametric data/tests
normal distribution
homogeneity of variance
p value
chi square
correlation
positive vs. negative correlation
content analysis
regression
logistic regression
ANOVA and its variants (ANCOVA,
MANOVA, MANCOVA)
test-retest reliability
Cronbach's alpha
inter-observer reliability
content validity
criterion validity
internal validity
regression to the mean
treatment misidentification
differential attrition
expectancy effects
maturation
external validity
sample generalizability vs. cross-
population generalizability
ecological fallacy
ecological validity
informed consent
privacy vs. confidentiality

ASSESSMENT

As part of this course, you will need to sit two exams, deliver one oral presentation in class, submit one research proposal, and complete several small assignments in class (see below). The details on these forms of assessment are provided in Table 1. Detailed assessment criteria – in the form of assessment rubrics – will be provided separately for the oral presentation and the research proposal. Needless to say, there will be NO optional assignments for extra credit.

Table 1. Overview of course assessment.

		Small assignments	Presentation	Research proposal	Exams
Deadline		Various (see Class Schedule)	Nov 2, 3, 9	Nov 23	Oct 13 / Dec 8
Learning outcomes assessed	Weight	10%	10%	30%	20% / 30%
1.1	Critically evaluate the literature in relation to an area of knowledge and identify original and appropriate research questions.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
1.2	Select and justify methodologies of investigation appropriate to particular research questions, the nature of the topic, and the resources available.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
1.3	Define and identify ethical issues as they relate to research, including IRB processes.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
1.4	Define field-specific terms and describe the procedures, strengths and limitations of various quantitative research designs.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2.1	Demonstrate an ability to critically evaluate and synthesize the empirical literature.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2.2	Achieve a good standard of academic writing.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
2.3	Deliver successful oral presentations.		<input checked="" type="checkbox"/>		

Small Assignments

This is a seminar-style class and its success depends on your attending class (and remaining there for the duration), adequately preparing for class (i.e., by LEARNING—rather than just reading—the designated materials and completing any other tasks set by the instructor, including the peer assessment exercises), and actively participating while in class. Class participation and successful completion of small assignments will contribute 10% towards your final course grade.

Some of the exercises will be introduced in class (i.e. class exercises, providing feedback to your peers during peer assessment exercises and presentations), while others you will have to complete before class (i.e., small assignments), either individually or in small groups. Small assignments should be submitted on the dates and specified in the Class Schedule below, electronically, through Canvas. You should also bring printed copies to class, as class time will be devoted to discussing these assignments. Please note that **you will not receive individual feedback for these small assignments; instead, the content of such assignments will be discussed in class and any questions you have about the tasks set can be clarified then.**

The small assignments you will need to complete are (all deadlines fall on a Tuesday, unless otherwise indicated):

- August 25, 10am: Choose a research topic for your proposal and find three recent (published since 2019) peer-reviewed articles about it.
- August 28, 10am: Brief pitch of your chosen proposed research question(s) with 3-5 sources providing a rationale for the question(s). Aim for a couple of paragraphs.
- September 1, 10am: CITI training completed (submit completion certificate via Canvas; see <http://www.txstate.edu/research/orc/IRB-Resources/Training.html> for details).
- September 8, 10am: Briefly annotated bibliography matrix (with 10+ sources), outline of background section, and final research question(s) for your proposal.
- September 15, 10am: Updated briefly annotated bibliography matrix (extend to 20+ sources), outline of background section, and final research question(s) for your proposal PLUS notes of methodological approach to be adopted (aim for about 250-500 words for the methodology notes).
- Friday September 25, 10am: Background section from proposal (aim for 1,000-1,500 words; submit via Canvas and email copy to your assigned peer).
- September 29, 10am: Provide feedback on your peer's background section (email your peer, copying your instructor into the message).
- Friday October 16, 10am: Methodology section from proposal (aim for 1,500-3,000 words; submit via Canvas and email copy to your assigned peer).

- October 19, 10am: Provide feedback on your peer's methodology section (email your peer, copying your instructor into the message).
- Friday November 13, 10am: Full draft proposal (aim for 3,500-5,000 words, excluding references and appendices; submit via Canvas and email copy to your assigned peer).
- November 16, 10am: Provide feedback on your peer's full proposal (email your peer, copying your instructor into the message).

Oral Presentation

You will need to deliver ONE presentation, where you will defend your research proposal. Presentations will take place during class time on November 2, 3, and 9.

Your presentation should provide an overview of your proposed research project. As such, it should include:

- a background section which clearly specifies how your research fits in with the existing literature and what your research questions and/or hypotheses will be (i.e., why carry out the research);
- your proposed methodology and plan for analysis (i.e., how to carry out the research?); and
- what your findings may be, including a discussion of the implications of such findings.

Your total talk time will be 15 minutes, at the end of which questions will be asked by the instructor and other students. You should incorporate any feedback received into the final draft of your research proposal (this is due on November 12; see below). You should use PowerPoint for your presentation and may use handouts to distribute to the audience if you wish, although this is not required (handouts may consist of your PowerPoint slides and/or additional materials). Your instructor can make copies for you if needed (just be sure to provide enough notice). Try to limit your presentation to no more than 15 slides, including the title slide (about one slide per minute). An assessment rubric will be provided closer to the time of the presentations.

Your PowerPoint presentation should be submitted through Canvas on the date you are scheduled to deliver your presentation, no later than 10am on the date you're scheduled to present – PLEASE NOTE IT IS THIS VERSION OF THE POWERPOINT FILE YOU WILL HAVE TO USE DURING YOUR PRESENTATION.

As with exams, no-shows on the date of your scheduled presentation will automatically yield a ZERO grade and you will NOT be allowed to reschedule. Again, this penalty may be waived but only when exceptional circumstances can be demonstrated (see above).

You will be assessed while you are giving your presentation and you will receive formal feedback (in the form of a grading sheet, and in addition to the feedback provided verbally, during the presentation session) within a week of your presentation. Your presentation will contribute 10% to your final grade.

Research Proposal

You will need to write ONE research proposal, which is due on November 24.

Your proposal should be between 3,500 and 5,000 words in length (excl. footnotes, reference list and appendices). Proposals falling outside these parameters will have points deducted.

The overall structure of your proposal should be in line with that suggested for your presentation (see above). However, depending on the nature of your proposed research study, different specific sections/information may need to be included. Expectations regarding the content of your proposal will be discussed throughout the semester, and an assessment rubric will also be provided. You should also make use of your instructor's office hours, where you can discuss your own proposal on a one-to-one basis.

Research proposal topics (including specific research questions to be answered by the proposed research) will need to be proposed no later than August 28 and officially approved by the instructor no later than September 4. If you fail to meet EITHER of these two deadlines, 10% will be deducted from your research proposal final grade. Once the topic has been sufficiently refined, your instructor will send you an email confirming your topic has been officially approved.

Make sure you include page numbers and your student number in every page of your proposal (e.g., as a header/footer). Please use standard margins (one inch), double spacing and Times New Roman 12pt font. There is no need to include a cover page, and abstract, or a table of contents.

Your research proposal should be submitted by November 23 at 10am through Canvas).

Any proposals uploaded later than the date and time specified will receive a ZERO grade. Extensions will only be granted under exceptional circumstances (see above) and evidence of these will be required.

You will receive a grade and formal feedback for your proposal within 2-3 weeks of the submission deadline. Your research proposal will contribute 30% to your final grade.

Proposals that are indicative of plagiarism (or any other form of violation of the Honor Code) will be investigated as per procedure, and penalties applied if appropriate (see [Texas State University's Honor Code](#) and University related Policies section below).

Exams

There will be TWO exams, on Tuesday October 13 (time TBC), and on Tuesday December 8 (during the official allocated final exam window, i.e., 8.30-10.00pm – this may be rescheduled if everyone agrees). The first exam will test you on the material covered up until the date of the exam; the second exam is a comprehensive exam and will therefore test you on all the material covered in the whole course. Both will take place in a computer lab, or you will bring your own laptops (i.e., you will type in, rather than hand-write your answers; room Hines 101). The exam will be open-book/note; you may bring with you any books, printed materials, and/or notes. Access to the internet is strictly prohibited; any students who connect to the internet – other than to email their paper at the end of the exam – will be the subject of an Honor Code violation investigation.

In each exam, you will have to answer one question out of two options provided. You will have TWO HOURS to complete each exam.

Late arrivals and no-shows on the date of your exam will automatically receive a ZERO grade and you will NOT be allowed a retake. This penalty may be waived but only when exceptional circumstances can be demonstrated. Exceptional circumstances include sudden illness or an accident. Delays in getting to campus due to heavy traffic, an alarm not going off and the like DO NOT constitute exceptional circumstances. If you want to request a penalty waiver, you should email the instructor outlining the extenuating circumstances that apply in your case at your earliest opportunity, and provide her with evidence of such circumstances as requested.

You will receive a grade and formal feedback for your exams within 10 days of each exam date. Your first exam will contribute 20% to your final grade, and your second (final) exam 30%.

READING REQUIREMENTS

The main textbook for this course is:

Bryman, A. (2016). *Social research methods, 5th ed.* New York: Oxford University Press.
ISBN: 978-0-19-968945-3.

Additional readings are listed on the Class Schedule (see below). You are also required to identify and read additional material relating to the topic that you choose for your research proposal; evidence of wider reading will be one of the assessment criteria.

CLASS SCHEDULE

Wk	Date	Class topic	To be read BEFORE class (Additional readings may be assigned by instructor)	Important dates
1	Aug 24	Introduction to the course	<ul style="list-style-type: none"> Course syllabus 	
	Aug 25	Getting Started with Research: Literature Searches/Reviews and Research Questions	<ul style="list-style-type: none"> Bryman Ch. 1 – The nature and process of social research Bryman Ch. 4 – Planning a research project and formulating research questions Bryman Ch. 5 – Getting started: Reviewing the literature Holbrook, A., Bourke, S., Fairbairn, H., & Lovat, T. (2007). Examiner comment on the literature review in Ph.D. theses. <i>Studies in Higher Education</i>, 32(3), 337-356. Walker, J. (1998). The role of a literature review in publication. <i>Journal of Criminal Justice Education</i>, 9(2): iii-vi. 	<p>AUG 25, 10AM</p> <p>Choose a research topic and find three recent (published since 2019) peer-reviewed articles about it</p> <p>Enter research question(s) and upload articles to Canvas</p> <p>FRI AUG 28, 10AM</p> <p>Research proposal question(s) formally pitched to instructor</p> <p>Submit via Canvas</p>
2	Aug 31	Theories, Epistemologies, and Designs in Quantitative Research	<ul style="list-style-type: none"> Bryman Ch. 2 – Social research strategies Bryman Ch. 3 – Research Designs 	
	Sep 1	Ethical Principles in Research	<ul style="list-style-type: none"> Bryman Ch. 6 – Ethics and politics in social research Rothman, E. F., Preis, S. R., Bright, K., Paruk, J., Bair-Merritt, M., & Farrell, A. (2020). A longitudinal evaluation of a survivor-mentor program for child survivors of sex trafficking in the United States. <i>Child Abuse & Neglect</i>, 100, 104083. 	<p>SEP 1, 10AM</p> <p>CITI training completed</p> <p>Submit certificate via Canvas</p> <p>NO LATER THAN FRI SEP 4</p> <p>Research proposal question(s) formally approved by instructor</p>

Wk	Date	Class topic	To be completed BEFORE class (Additional readings may be assigned by instructor)	Important dates
3	Sep 7	Conceptualization and Measurement Measurement Validity	<ul style="list-style-type: none"> Bryman Ch. 7 – The nature of quantitative research Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). <i>Experimental and quasi-experimental designs for generalized causal inference</i>. Boston, MA: Houghton Mifflin Co. [pp. 64-82 from Chapter 3 “Construct validity and external validity”]* 	~ September 7 is Labor Day; if the group doesn’t want to meet on this date, we could meet 6.30-9.20pm on Tuesday September 8 ~
	Sep 8	Internal Validity	<ul style="list-style-type: none"> Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). <i>Experimental and quasi-experimental designs for generalized causal inference</i>. Boston, MA: Houghton Mifflin Co. [pp. 53-63 from Chapter 2 “Statistical conclusion validity and internal validity”]* Auty, K. M., & Liebling, A. (2020). Exploring the relationship between prison social climate and reoffending. <i>Justice Quarterly</i>, 37(2), 358-381. 	SEP 8, 10AM Briefly annotated bibliography matrix (10+ sources), background section outline, and final research question(s) for proposal Submit via Canvas
4	Sep 14	External Validity	<ul style="list-style-type: none"> Shadish et al. Ch. 3 – Construct validity and external validity (pp. 83-102 only) Wiecko, F. M. (2010). Research Note: Assessing the validity of college samples: Are students really that different? <i>Journal of Criminal Justice</i>, 38(6), 1186-1190. 	
	Sep 15	Sampling	<ul style="list-style-type: none"> Bryman Ch. 8 – Sampling Kruttschnitt, C., Kalsbeek, W. D., & House, C. C. (Eds.) (2014) <i>Estimating the incidence of rape and sexual assault</i>. Washington, DC: National Academies Press. (Chapter 7 “Potential sources of error in the NCVS: Sampling, frame, and processing”)** 	SEP 15, 10AM Updated briefly annotated bibliography matrix (20+ sources), background section outline, final research question(s) for proposal, and brief notes on methodology Submit via Canvas

(*) Available from <https://cohort09devpsyc.common.gc.cuny.edu/files/2010/01/shadish-chapter.2.pdf> and http://shell.cas.usf.edu/~pspector/ORM/SCC3_ConstructValidity.pdf, respectively.

(**) Available from https://www.ncbi.nlm.nih.gov/books/NBK202264/pdf/Bookshelf_NBK202264.pdf.

Wk	Date	Class topic	To be completed BEFORE class (Additional readings may be assigned by instructor)	Important dates
5	Sep 21	Survey Research	<ul style="list-style-type: none"> ▪ Bryman Ch. 9 – Structured interviewing ▪ Bryman Ch. 10 – Self-completion questionnaires ▪ Bryman Ch. 11 – Asking questions ▪ Bryman Ch. 28 – E-research (pp. 670-680 only) ▪ Kruttschnitt, C., Kalsbeek, W. D., & House, C. C. (Eds.) (2014). <i>Estimating the incidence of rape and sexual assault</i>. Washington, DC: National Academies Press. (Chapter 8 “Potential sources of error in the NCVS: Nonresponse, specification, and measurement”)** 	
	Sep 22	Descriptive and Explanatory Research (Part 1)	<ul style="list-style-type: none"> ▪ Bryman Ch. 15 – Quantitative data analysis ▪ Baker, T., Gordon, J. A., & Taxman, F. S. (2015). A hierarchical analysis of correctional officers’ procedural justice judgments of correctional institutions: Examining the influence of transformational leadership. <i>Justice Quarterly</i>, 32(6), 1037-1063.*** 	FRIDAY SEP 25, 10AM Draft background section Submit via Canvas and email copy to your peer
6	Sep 28	Secondary Data Research	<ul style="list-style-type: none"> ▪ Bryman Ch. 13 – Content analysis ▪ Bryman Ch. 14 – Secondary analysis and official statistics ▪ Explore the National Archive of Criminal Justice Data website (https://www.icpsr.umich.edu/web/pages/NACJD/index.html) ▪ Walfield, S. M. (2016). When a cleared rape is not cleared: A multilevel study of arrest and exceptional clearance. <i>Journal of Interpersonal Violence</i>, 31(9), 1767-1792. 	
	Sep 29	Descriptive and Explanatory Research (Part 2)	<ul style="list-style-type: none"> ▪ Covey, H. C., Menard, S., & Franzese, R. J. (2013). Effects of adolescent physical abuse, exposure to neighborhood violence, and witnessing parental violence on adult socioeconomic status. <i>Child Maltreatment</i>, 18(2), 85-97. 	SEP 29, 10AM Read your peer’s background section and provide feedback Email your peer directly, copying your instructor in

(***) This additional source might be helpful with understanding the content of Baker et al.’s (2015) article, and general linear models in general: Garson, G. D. (2013). *Fundamentals of hierarchical linear and multilevel modeling*. In G. D. Garson (Ed.), *Hierarchical linear modeling: Guide and applications* (pp. 3-25). Thousand Oaks, CA: Sage.

Wk	Date	Class topic	To be completed BEFORE class (Additional readings may be assigned by instructor)	Important dates
7	Oct 5	EXAM 1 REVIEW	<ul style="list-style-type: none"> Attempt previous exam questions. 	
	Oct 6	EXAM 1 REVIEW	<ul style="list-style-type: none"> Attempt previous exam questions. 	
8	Oct 12	EXAM 1	(Time TBC.)	FRIDAY OCT 16, 10AM Draft methodology section Submit via Canvas and email copy to your peer
9	Oct 19	Experimental, Quasi-Experimental, and Non-Experimental Designs (Part 1)	<ul style="list-style-type: none"> Braga, A. A. (2013). Quasi-experimentation when random assignment is not possible: Observations from practical experiences in the field. In B. Welsh, A. A. Braga, and G. J. Bruinsma (Eds.), <i>Experimental criminology: Prospects for improving science and public policy</i> (pp. 223-252). Cambridge: Cambridge University Press. McGloin, J., & Thomas, K. (2013). Experimental tests of criminological theory. In B. Welsh, A. A. Braga, and G. J. Bruinsma (Eds.), <i>Experimental criminology: Prospects for advancing science and public policy</i> (pp. 15-42). Cambridge: Cambridge University Press. 	OCT 19, 10AM Read your peer's methodology section and provide feedback Email your peer directly, copying your instructor in
	Oct 20	Experimental, Quasi-Experimental, and Non-Experimental Designs (Part 2)	<ul style="list-style-type: none"> Bouffard, J., Cooper, M., & Bergseth, K. (2017). The effectiveness of various restorative justice interventions on recidivism outcomes among juvenile offenders. <i>Youth Violence and Juvenile Justice</i>, 15(4) 465-480. Yang, S. M., & Wyckoff, L. A. (2010). Perceptions of safety and victimization: Does survey construction affect perceptions? <i>Journal of Experimental Criminology</i>, 6(3), 293-323. 	

Wk	Date	Class topic	To be completed BEFORE class (Additional readings may be assigned by instructor)	Important dates
10	Oct 26	Evaluation Research (Part 1)	<ul style="list-style-type: none"> ▪ Connell, N. M. (2015). Evaluation research. In W. Jennings (Ed.), <i>The encyclopedia of crime and punishment</i>. New York: Wiley. ▪ Lipsey, M., Petrie, C., Weisburd, D., & Gottfredson, D. (2006). Improving evaluation of anti-crime programs: Summary of a National Research Council report. <i>Journal of Experimental Criminology</i>, 2(3), 271-307.**** 	
	Oct 27	Evaluation Research (Part 2)	<ul style="list-style-type: none"> ▪ Pawson, R. & Tilley, N. (2004). Realistic evaluation. Last accessed July 13, 2020, from www.communitymatters.com.au/RE_chapter.pdf 	
11	Nov 2	PROPOSAL PRESENTATIONS (2)		NOV 2, 10AM Presentation slides Submit PowerPoint file via Canvas (Group 1)
	Nov 3	PROPOSAL PRESENTATIONS (2)		NOV 3, 10AM Presentation slides Submit PowerPoint file via Canvas (Group 2)
12	Nov 9	PROPOSAL PRESENTATIONS (2)		NOV 9, 10AM Presentation slides Submit PowerPoint file via Canvas (Group 3)
	Nov 10	RESEARCH PROPOSAL CLINIC		FRIDAY NOV 13, 10AM Draft full proposal Submit via Canvas and email copy to your peer

(****) Other articles within this issue may also be of interest.

Wk	Date	Class topic	To be completed BEFORE class (Additional readings may be assigned by instructor)	Important dates
13	Nov 16	PEER ASSESSMENT: Full draft		NOV 16, 10AM Read your peer's full draft proposal and provide feedback Email your peer directly, copying your instructor in
	Nov 17	RESEARCH PROPOSAL CLINIC		
14	Nov 23	Writing Up and Publishing Research	<ul style="list-style-type: none"> ▪ Bryman Ch. 29 – Writing up social research ▪ Scan through entries for Editor's Corner in <i>Criminologist</i> ▪ Check scholarly publishing resources in Canvas Student Research site 	NOV 23, 10AM Proposal Submit via Canvas
	Nov 24	EXAM 2 REVIEW		
15	Nov 30	EXAM 2 REVIEW	<ul style="list-style-type: none"> ▪ Attempt previous exam questions. 	
	Dec 1	EXAM 2 REVIEW	<ul style="list-style-type: none"> ▪ Attempt previous exam questions. 	
16	Dec 8	EXAM 2	Official exam time is 8.00-10.30pm. (Can be rescheduled to a different date/time if everyone agrees.)	

COURSE RELATED POLICIES

Attendance and Participation

Students will be required to sign a register at the start of each class. Attendance and punctuality are required. Please do not come in late or leave early as this can be distracting to others.

Technology / Electronic Devices

The use of certain electronic devices is allowed during class, as long as they are being used towards the goals of the course. In other words, you are allowed to use your laptop or iPad to take or access notes, or to perform certain class exercises; you are not permitted to use electronic devices for non-educational purposes (e.g., checking your text messages, playing solitaire). Penalties may be applied if you are caught engaging in this type of behavior, as doing so distracts others. The use of digital recorders may be allowed by arrangement. Students with disabilities will also be able to use specialized equipment by arrangement (more details on this later).

Office Hours

Office hours are available for you to address questions, concerns, and any issues you may wish to discuss about the course. Please do not hesitate to take advantage of this time, especially if you are experiencing difficulties with the course. The sooner we address a problem, the more likely we are to resolve it favorably. If you are unable to meet during the office hours for any reason, please contact me to arrange an appointment outside these hours.

During office hours, I will be in my (virtual) office and happy to welcome drop-ins, but students who have previously made an appointment will have priority. Outside office hours, I will only see students by prior arrangement.

There is a 24-hour cancellation policy for all appointments. If you make an appointment and fail to turn up, or if you cancel with less than 24 hours' notice for no legitimate reason, this will be recorded. After two such incidences, you will be unable to make any further appointments. You will, however, still be able to drop in during office hours.

If you have any questions about the content or administration of the course, please post your question in one of the course forums (instead of emailing me), so that other students can benefit from any resulting discussion.

Contact

Email is the best way to get in touch with either of us as we are not always on campus or available by phone. As a general rule, I will respond to emails within 1-2 business days.

If you have any questions about the content or administration of the course, please post your question on a Canvas discussion board (instead of emailing me about it), so other students can benefit from any resulting discussion.

I often email students with important information, or make announcements through Canvas, which automatically get sent to your TX State email account. It is your responsibility to ensure you regularly check your TX State email account.

UNIVERSITY RELATED POLICIES

Academic Honesty Policy

Submission of any work for a grade for which unauthorized help has been received is termed academic dishonesty and may be grounds for a failing grade in the course. "Unauthorized" is a term used here to designate stealing, copying (with or without permission), or collaboration with other individuals. Students are strongly encouraged to refer to the Texas State student handbook for policies related to academic dishonesty. These policies may be found at <http://www.dos.txstate.edu/handbook/rules.html> .

Honor Code

(See <http://www.txstate.edu/honorcodecouncil/Academic-Integrity.html>)

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS. Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

THE PLEDGE FOR FACULTY AND ADMINISTRATION. Faculty at our university recognize that the students have rights when accused of academic dishonesty and will inform the accused of their rights of appeal laid out in the student handbook and inform them of the process that will take place:

I recognize students' rights and pledge to uphold the principles of honesty and responsibility at our university.

ADDRESSING ACTS OF DISHONESTY. Students accused of dishonest conduct may have their cases heard by the faculty member. The student may also appeal the faculty member's decision to the Honor Code Council. Students and faculty will have the option of having an advocate present to insure their rights. Possible actions that may be taken range from exoneration to expulsion.

Campus Carry

Since August 1, 2016, individuals with a concealed handgun license (CHL) have been permitted to conceal-carry while on campus (www.txstate.edu/campuscarry). In the interest of safety, the instructor would prefer it if students did NOT conceal-carry during class or while visiting her office; however, it is the students' right to conceal-carry if they wish to do so. Having said this, please note any instances where a CHL holder intentionally or knowingly displays their firearm in plain view of the instructor will be referred to the Texas State University Police Department, as this constitutes a Class A misdemeanor.

Campus Health, Wellness, and Safety

- Reminder on [10 Guiding Principles for Health, Safety, and Wellness](#) at Texas State, including requirement to wear a [cloth face covering](#) and perform a [self-assessment](#) each day before coming to campus.
- Importance of the [Bobcat Pledge](#), including the shared responsibility to practice healthy behaviors and follow the health and safety guidelines, which shows respect for others and helps prevent the spread of COVID-19 on campus and in the surrounding community.
- Link to the [Student Roadmap](#) for more information on students' return to campus.

Emergency Management

In the event of an emergency, students, faculty, and staff should monitor the [Safety and Emergency Communications web page](#). This page will be updated with the latest information available to the university, in addition to providing links to information concerning safety resources and emergency procedures. Faculty, staff, and students are encouraged to sign up for the [TXState Alert](#) system.

Sexual Misconduct Reporting (SB 212)

Effective January 2, 2020, state law (SB 212) requires all university employees, acting in the course and scope of employment, who witness or receive information concerning an incident of sexual misconduct involving an enrolled student or employee to report all relevant information known about the incident to the university's Title IX Coordinator or Deputy Title IX coordinator. According to SB 212, employees who knowingly fail to report or knowingly file a false report shall be terminated in accordance with university policy and The Texas State University System Rules and Regulations.

Students with Disabilities

Students with disabilities may require accommodations to participate in the course. They must contact the instructor within the first two weeks of the semester. They will be asked to provide documentation from the Office of Disability Services (ODS) at that time. Failure to contact the instructor in a timely manner will delay any accommodations they may be seeking. Ongoing care by a physician does not automatically qualify you as an ODS special needs student. Students are required to file paperwork for accommodations with ODS each semester. Accommodations granted one semester do not automatically carry forward to the next.

For COVID-related student accommodations, please see <https://www.ods.txstate.edu/current-student-resources/COVID-19-Special-Request-for-Additional-Academic-Modifications.html>.

This syllabus is tentative and may change due to unforeseen circumstances. The best way to stay informed is to check your TX State email, the Canvas site for this class, and to attend class. If there are any changes to the syllabus, the instructor will notify you in class and upload an updated copy to Canvas. Please note that losing your syllabus does not constitute an excuse for missing assignments or noncompliance with course policies.