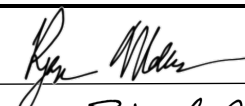

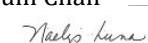
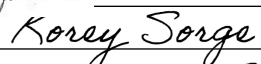
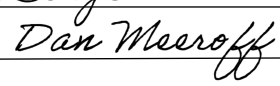
 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>4/29/24</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department College <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix Number	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course	Course Title
Credits <i>(Review Provost Memorandum)</i>	Grading <i>(Select One Option)</i> Regular Pass/Fail Sat/UnSat	Course Description <i>(Syllabus must be attached; Syllabus Checklist recommended; see Guidelines)</i>	
Effective Date <i>(TERM & YEAR)</i>			
Prerequisites, with minimum grade*		Corequisites	Registration Controls <i>(Major, College, Level)</i>
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course Yes No <i>WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.</i>		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> <i>General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines.</i>	
Minimum qualifications to teach course			
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course	
Approved by Department Chair <u></u> College Curriculum Chair <u></u> College Dean <u></u> UUPC Chair <u></u> Undergraduate Studies Dean <u></u> UFS President _____ Provost _____		Date <u>4/4/2024</u> <u>4/4/2024</u> <u>4/5/24</u> <u>4/29/24</u> <u>4/29/24</u> _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



FLORIDA ATLANTIC UNIVERSITY

CCJ 4700-006 13593

RI: Methods of Research

Date: Wednesday 4:20 PM - 7:00 PM

Building: TBD **Room:** TBD

3 Credit(s)

Spring 2025 - 1 Full Term

Instructor Information

Dr. Ryan Meldrum

Email: meldrumr@fau.edu

Office: SO 101

Office Hours: By Appointment

Phone: 561.297.4171

Course Description

Methods of Research in Criminal Justice: A study of the purposes of research, the logic of scientific inquiry and research techniques in criminal justice. This research intensive course will provide students with hand on experience in preparing for and engaging in data collection.

Prerequisite: STA 2023 Graduate / Undergraduate (Minimum Grade of D-)

Required Texts/Materials

Research Methods for Criminal Justice and Criminology (eBook)

ISBN: 9780357694770

Publisher: Cengage Learning

Edition: 8th

OR

Course Objectives/Student Learning Outcomes

1. Assess how casual human inquiry differs from the social scientific method.
2. Identify the foundations and development of research in criminology and criminal justice.
3. Recognize the role of ethics in the conduct of research.
4. Differentiate the fundamental tenets of research design (e.g., theory construction and conceptualization, hypothesis formation and operationalization, measurement, and hypothesis testing).
5. Critique issues in measurement (e.g., validity, reliability).
6. Evaluate experimental and quasi-experimental methods.
7. Distinguish between random and non-random sampling methods and their effects on findings.
8. Contrast the difference between quantitative (e.g., surveys) or qualitative (e.g., field observations) methodologies.
9. Characterize the roles of evaluation research and problem analysis in the development of criminal justice policy.
10. Demonstrate a research skill related to the fields of criminology and criminal justice.

Research Intensive Student Learning Outcomes

This course is designated as a research intensive (RI) course. A required research project for this course will achieve all six of the following Student Learning Outcomes (SLOs):

1. Knowledge. You are expected to demonstrate content knowledge, and knowledge of core principles and skills in the methods of research in criminal justice. In partial fulfillment of this objective, you will participate in an independent research project where you will conduct 40 in-person survey interviews. This will enable you to apply your understanding of survey data collection gained through the course readings and in class discussions. It will also provide you with first-hand knowledge of the challenges of securing participants and navigating the in-person survey interview process of data collection, as well as entering survey data into a format suitable for data analysis.
2. Formulate Questions. As part of the research project, you will be required to develop a research question and a testable hypothesis about a cause-and-effect association early in the semester that pertains to the survey data you will collect later in the semester. Each student will test their own unique hypothesis. Course content will address how concepts are measured and operationalized, leading to the process of hypothesis testing and

applying this knowledge to the selection of survey items from the provided survey instrument to form the testable hypothesis with an independent and dependent variable.

3. Plan of Action. You are expected to develop and implement a plan of action to address research and inquiry questions or scholarly problems. For this class, this will take the form of submitting a written plan for how you intend to collect your survey data as part of the research project. This will include such things as the selection of locations in which to recruit participants, attire, methods of approaching potential participants, and managing the survey interview process. In addition, your action plan should include a description of the type(s) of statistical tests you would suggest need to be done to test your cause-and-effect hypothesis after the data has been collected.
4. Critical Thinking. You are expected to apply critical thinking skills to evaluate information, your own work, and the work of others. For this class, this will take two forms. First, you will be required to compose an essay related to the research project. Specifically, once you have completed data collection, you will compose an essay where you will reflect on the successes and setbacks of your data collection efforts based on the previously crafted 'Plan of Action.' Second, you will be required to interpret the patterns in the data collected and assess whether the patterns support or fail to support the hypothesis you developed in the 'Formulate Questions' step. This will involve interpreting such things as scatterplots and correlation coefficients, which will be covered as part of the course material and class discussions.
5. Ethical Conduct. You are expected to identify significant ethical issues in research and inquiry and/or address them in practice. This will be achieved by students first completing a brief online course on the ethical conducting of research prior to collecting the survey data for the class-wide research project. Second, this will be reinforced through course content on ethical issues in criminal justice research covered near the close of the semester.
6. Communication. You will convey all aspects of your research and inquiry (processes and/or products) in appropriate formats, venues, and delivery modes. In this course, this will take the form of an in-class presentation near the close of the semester where you will: identify the hypothesis you chose to test for your research project, your data collection procedures, whether the patterns in the data collected support your hypothesis, and how your findings might be used. While analysis of the data using a statistical software program is not a required component of the research project because this course focuses on understanding research methodology and not statistical analysis, it will still be your task to generate descriptive statistics (e. g., percent of your sample that is Female, Hispanic, etc.) using Excel and, further, to determine and convey to the class whether the data output/results provided to you supports your hypothesis based on your knowledge of concepts you will learn in class, including causation, correlation, and scatterplots. Summarily, the in-class presentation represents a culmination of the full research project

where you will be able to demonstrate your comprehension of a hypothesis, describe your data collection process, present descriptive statistics, interpret data output, and reach conclusions about your finding(s) and how they might inform policy and practice.

Research Intensive Designation

This course contains an assignment or multiple assignments designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at <http://www.fau.edu/ouri>.

Florida Atlantic University's Undergraduate Research Symposium

Students are encouraged to submit their research projects from this class *in the form of a poster* to the [Undergraduate Research Symposium](#) held at Florida Atlantic University (Boca Raton campus) each Spring Semester.

Responsible Conduct of Research

As part of the course requirements and in partial fulfillment of the fifth research intensive student learning outcome, you will complete the [Responsible Conduct of Research \(RCR\) certificate through the CITI training of academic research on-line](#). Students are also encouraged, but not required, to attend FAU OURI workshops on topics related responsible conduct of research. Information on OURI workshops can be found here: http://www.fau.edu/ouri/student_workshops.php.

Undergraduate Research Certificate Opportunity

FAU now offers an Undergraduate Research Certificate to recognize undergraduate students for the systematic development of excellence in undergraduate research. Students seeking a certificate must complete 12 credits in research-intensive (RI), skill-building, exposure, and research dissemination activities. Successfully completing this Methods of Research course earns you three credits in research intensive coursework. Learn more about the RI Certificate [here](#).

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
 - Establish and enforce reasonable behavior standards in each class.
 - Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).
-

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

Exams: There will be two 75-question exams for this course, consisting of a mix of multiple choice, T/F, and fill-in-the-blank items. Exams will be administered in class. Additional details about the exams will be discussed in class and made available within Canvas (150 points).

Students who are dissatisfied with their performance on the two exams may elect to take a cumulative 75-question final exam (2 points per question), which will cover content from the full semester. The score received on the cumulative final exam will replace the prior exam scores earned, *including* the potential for a lower score. Students may not choose to skip the two exams and instead take only the cumulative final exam.

In-Class Quizzes: There will be 10 short in-class quizzes for this course, consisting of a mix of multiple choice, T/F, and fill-in-the-blank items. Additional details about the quizzes will be discussed in class and made available within Canvas. Students may miss up to two quizzes without loss of points (i.e., completion of at least eight of the 10 in-class quizzes). Points will be lost when seven or fewer quizzes have been completed (20 points).

Video Assignment: There will be one video assignment for this course, requiring you to create a brief video where you will demonstrate a research skill (identifying variables and measurement

of variables) that you will develop during the semester. You will upload the video for review and grading. Additional details about the specific requirements of this assignment will be discussed in class and made available within Canvas (30 points).

Research Project: Corresponding with the ‘Research Intensive’ designation for this course, you will engage in a multi-step research project throughout the semester that will center around conducting 40 in-person survey interviews. The project will include the following required components (presented in order):

- (a) Generation of a research question and hypothesis (20 points)
- (b) Generation of a ‘Plan of Action’ for collecting survey data from the public, including a description of suggested statistical analyses following data collection (20 points)
- (c) Completion of an online training course in the responsible conduct of research (20 points)
- (d) Conducting the 40 in-person survey interviews and placing the data collected into a formatted Excel file (80 points)
- (e) Writing a reflection essay after having collected your survey data (15 points)
- (f) Drafting a written interpretation of the data analysis output (5 points)
- (g) Oral presentation with accompanying PowerPoint of your research hypothesis, data collection procedures, presentation of descriptive statistics, interpretation of data output, and implication of your findings (40 points)

Notes: The survey instrument for the data collection step will be provided for your use. Depending on enrollment, you will be assigned to administer one of three or four different surveys. This will ensure that each student is able to formulate and test a unique hypothesis pertaining to the items on the assigned survey instrument that is different from everyone else in the class; Tutorials will be provided in Canvas for you to be able to know how to generate the descriptive statistics for your oral presentation; Additional data output will be provided for you to interpret the results and if they support your hypothesis; Additional details about the specific components of the research project will be discussed in class and made available within Canvas.

Breakdown of Course Points:

Exam #1:	75 points
Exam #2:	75 points
In-Class Quizzes (2 points each):	20 points
Video Assignment:	30 points
Research Project:	
Hypothesis:	20 points
Action Plan:	20 points
Online Training Course:	20 points
Survey Data:	80 points
Reflection Essay:	15 points
Draft of Data Interpretation	5 points
Oral Presentation:	40 points
Total:	400 points

Note: Grading rubrics will be provided to students within the Canvas course shell for each of the required components of the Research Project.

Course Grading Scale

Letter Grade	Course Points
A	370 – 400 points
A-	358 – 369 points
B+	346 – 357 points
B	330 – 345 points
B-	318 – 329 points
C+	306 – 317 points
C	290 – 305 points
C-	278 – 289 points
D+	266 – 277 points
D	250 – 265 points
D-	238 – 249 points
F	Below 238 points

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are

required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.

- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process.

Policy on Make-up Tests, Late work, and Incompletes

I do not accept late work unless I hear from you before the due date to make arrangements. If you are seriously ill or you are injured in a manner that prevents you from completing your work, you should email me to let me know that you are sick or injured as soon as possible. The same is true for any emergency that may complicate your work in class. Please be advised that for missed work based on an emergency situation to be excused, you may be required to submit corroboratory documentation, such as a note from a physician documenting the illness or injury (notes from family members will not suffice), a death certificate or other form of proof of a family member's death, etc.

Students cannot be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation will also be made for students participating in a religious observance.

Make-up Policy for Tests and Quizzes

Other than the exceptions outlined above, there are no make-up tests or quizzes.

Incompletes

A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, receive a grade of incomplete or "I." The grade of I is neither passing nor failing and is not used in computing a student's grade point average; it indicates a grade of deferral and must be changed to a grade other than I within a specified time, not to exceed one calendar year from the end of the semester during which the course was taken.

The "I" grade is used only when a student has not completed work assigned to all students as a regular part of the course. It is not to be used to allow students to do extra work subsequently in order to raise the grade earned during the regular term. The instructor will record in writing, and file with the Registrar, the work that must be completed for a final grade, the time frame for completion, and the grade that will be assigned if the work is not completed. It is the student's responsibility to make arrangements with the instructor for the timely completion of this work.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Course Topical Outline

*Course schedule			
Date	Topic	Textbook Readings	What's Due?
January 8	Introductions Scientific Inquiry and Theory	Chapter 1 and 2	In-Class Quiz #1
January 15	Concepts, Operationalization, and Measurement	Chapter 5	In Class Quiz #2
January 22	Measuring Crime	Chapter 6	In Class Quiz #3 RP: Research Q and Hypothesis Due by Class
January 29	General Issues in Research Design	Chapter 4	In Class Quiz #4
February 5	Experimental and Quasi-Experimental Designs	Chapter 7	In Class Quiz #5 RP: Training Certificate Due by Class
February 12	EXAM #1 (Chapters 1, 2, 5, 6, 4, 7)		
February 19	Sampling Designs	Chapter 8	In Class Quiz #6
February 26	Survey Research	Chapters 9	In Class Quiz #7 RP: Action Plan Due by Class Start Conducting Surveys after Feb 26.
March 5	SPRING BREAK—NO CLASS		
March 12	Field Research, Agency Records, Content Analysis, Secondary Data	Chapter 11 and 12	In Class Quiz #8 VA: Video Submission Due by Class Finish Conducting Surveys
March 19	Evaluation Research	Chapter 13	In Class Quiz #9 RP: Data Spreadsheet AND Reflection Essay Due by Class
March 26	Ethical Issues in Research	Chapter 3	In Class Quiz #10
April 2	EXAM #2 (Chapters 8, 9, 11, 12, 13, 3)		RP: Submit draft presentations for feedback by April 4 (optional)
April 9	IN CLASS RP PRESENTATIONS		
April 16	IN CLASS RP PRESENTATIONS		
April 24-30	CUMULATIVE FINAL EXAM (All chapters)		

* The instructor reserves the right to adjust this syllabus and schedule as necessary.

RP = Research Project

VA = Video Assignment