

**University of Massachusetts Lowell  
Department of Criminal Justice**

**\*\*\*Please print out a copy of this syllabus for future reference\*\*\***

**CJ 44.590 061 Research Design  
(formerly Graduate Research Methods in Criminal Justice)  
Fall 2012-- On-line Course  
September 5 – November 11, 2012**

Dr. Linda M. Williams  
Professor, Department of Criminal Justice  
University of Massachusetts Lowell  
870 Broadway Street,  
Lowell, MA 01854  
e-mail: << use online course e-mail function>>  
phone: 978-934-4118

**ON-LINE CHAT TIME:** Tuesday evenings 7:00 – 8:00 p.m. Eastern Time—Note: Times listed are always U.S. Eastern Time (-5 hours GMT)

**COURSE MATERIALS ARE RELEASED:** Thursdays at 4:00 p.m. Eastern Time—Each Week of the course begins on Thursday and ends on the following Wednesday... except the first week materials are available on Wednesday Sept 5<sup>th</sup>.

**COURSE DESCRIPTION:**

This is a graduate course designed to increase students' knowledge and understanding of the design and process of social research in criminal justice. The material covered in this course includes the nature of scientific inquiry; the ethics of criminal justice research; research collaborations; conceptualization, operationalization and measurement; research design including the use of experimental and quasi-experimental designs, survey research, document studies, and qualitative and ethnographic research; data collection and use criminal justice data sources; and interpreting research findings and developing implications for policy and practice.

**Learning Objectives** – To provide students with knowledge to plan and implement research in criminal justice and to analyze and discuss:

- role of theory in social science research.
- ethical issues and standards in research.
- qualitative, quantitative, experimental and quasi-experimental and mixed method designs.
- critical issues in research design, including causation, validity, and causal inference.
- the research process, including identification of research questions, selection of appropriate research design, conceptualization, operationalization, measurement, and sampling.
- the use of surveys, interviews, record review, observation, secondary data analysis
- basic statistical data and the interpretation of findings.

**Course Outcomes and Assessment** -- Upon completion of this course students will be able to:

- Analyze and design research methods in criminal justice and criminology.
- Discuss the foundations of science and different purposes of research.
- Identify ethical issues that arise in research involving human participants in criminal justice
- Achieve human subjects' research certification.
- Describe the research process and the conduct of empirical and qualitative research.
- Assess the extent to which a research study provides evidence of association, causality, validity and reliability.
- Plan and critique the conduct of criminal justice research, address issues of collaboration between researchers and practitioners, formulate research questions, and design, critique the use research tools and demonstrate conceptualization, operationalization, measurement, sampling, data collection, and evaluation.
- Interpret research data including statistical, quantitative and qualitative analyses.

**GENERAL REQUIREMENTS:**

The success of this class requires each student's active participation (see below) and completion of the readings including all the course materials posted on-line, the required text available for purchase from the bookstore <http://umlowell.bkstore.com>, and the downloadable documents with links provided in the course materials. Your grade will reflect these expectations. Students should obtain a working knowledge of the subject matter through participation in discussion boards, assimilating the course materials, completion of the midterm exam and final research proposal, and the assigned readings and exercises (supplemented by your own reading for your proposal).

**COURSE PARTICIPATION EXPECTATIONS****General Comments on Class Participation and Communication:**

This class requires each student's active participation in reading the discussion board posts, posting your input and responses, and participating in weekly chats. Your posts are valuable to the class and can contribute considerably to everyone understanding the material. Regular class participation through on-line discussion is an important element for success in this course. Even if you are traveling you are expected to participate in the class each week as set out in this syllabus.

In this course, there will be two mechanisms for participation: **(1) required discussion board postings based on assigned weekly readings and other questions**; and (2) weekly chats. **While attendance at the weekly "Chat" is not mandatory, it is highly recommended and all students should read the log of the chat weekly.** Participation in the discussion board comprises 25% of your final grade.

**Chats:**

There will be an online chat room on Tuesday evenings 7:00 – 8:00 pm Eastern Time. The chat is live via the Blackboard "Chat" function. This will be a time to ask and answer general questions about the course and assignments, as well as, to have real-time conversations about topics that have come up on the discussion board during the week and to discuss applying research to your current or future work in criminal justice. Attendance is not required but a log of the chat is saved—so you should be sure to go to "Chat" and review the "conversation" which has taken place each week.

To Review: Instructions for Chat -- To get to the Chat click on "Chat" link and then choose the current week's folder, post your entry, and read other entries. Participate in the live chat every week if possible!!

**Guidelines for use of the "Chat"**

- Please keep subject matter related to course content
- When you're "talking" to someone in particular, please begin the statement with that person's name, followed by a colon (:). For example, if you wanted to ask Bobby Valentine a question, it would look something like this...."Bobby V: What do you think ....?"
- There will be no tolerance for profanity or harassment of any kind (gender, race, sexual orientation, religion, disability, etc.) The chat is a mutually respectful environment (just like the classroom) and any violation of these ground rules will result in dismissal from the course.

**Our first chat will take place on Tuesday September 11<sup>th</sup> from 7:00 – 8:00 p.m.** Let's plan to have some conversation about how you are doing navigating the course website and everyone's adjustment to the course. Hopefully, many of you can make it!

**Discussion Boards: There are three (3) requirements for participation in the discussion board each week.**

Because your grade is based, in part, on your postings on and responses to the discussion board, it is important that your contributions be thoughtful and on topic. The class materials for the week are posted on Thursdays. Unless otherwise specified by **Monday each week at 8 PM you are required to post TWO substantial (each with at least 2 paragraphs) discussion posts. One post each week may be on one of the suggested topics for the week or on a new topic relevant to the week's work. This post should be clearly started by you as a new thread on that week's discussion board. For this #1 post each week put your name and the topic in the thread you start. THE second substantial post each week (also due by 8pm on Mondays) must be made about at least one of the assigned readings/ articles for that week. During weeks 3 to 8 fellow students are leading article discussions and your second post must be made in at least one of the discussion board(s) for one of these articles (There is information below about how your discussion board post requirements change during the one week when you are the assigned article discussion leader). Don't forget that this second weekly post is also a substantial 2 paragraph post due by Monday at 8 PM. The third discussion board post each week is to be made by Wednesday at 8 PM. This third post must be a response to any other student's posting anywhere on that week's discussion boards. It is hoped that such exchanges will enhance the experiences for all participants and be focused on learning the material covered in the course.**

- **Remember-- You are required to post on the Discussion Board at least three times per week.** New course lecture material for the week will be posted by the instructor on Thursdays at 4:00 p.m. Many times there will be a bit of "homework" to complete before you would be able to post your response and commentary to the week's Discussion Board. So, it will be a good idea for you to make sure that you spend some time in the days immediately following Thursday's posting of course materials to prepare yourself to add a substantive statement to the Discussion Board— Of course, based on this syllabus, you already know what the assigned readings are for each week so you can work ahead on this and prepare your discussion to eventually paste into the discussion board when it becomes available. And to recap: **Your two initial Discussion Board comments must be posted by Monday at 8 pm and your required response to at least one other classmates' posting must be made by Wednesday at 8 PM. Of course as you and others in the class begin to post statements to the discussion after the release of course materials you can make your required response. Response to more than one classmate's posting is also possible (and encouraged!)**
- Your postings to the discussion board should be thoughtful and complete and research focused --- while chats are quick and conversational, the discussion board postings usually require more thought and time to prepare. Give careful critical consideration to your weekly notes and readings when posting and responding. **Students who submit partial, and/or incomplete, and/or late responses will not receive full participation points for that week.** Submissions such as "I agree" are not sufficient—**you need to make a substantial contribution of at least 2 paragraphs in each of your weekly MONDAY discussion board contribution AND offer at least several (complete) sentences in response to another classmate's posting by WEDNESDAY.**
- One very important note about your discussion posts... 'Use a descriptive subject line' – Usually you will want to start a new thread for your Monday posts (although you may refer to another post) and create a subject with your name and a brief word or two on the issue or point you are making. Everyone should be able to tell what you are writing about just by reading the Subject of your post. (for example, use a subject line such as: "Douglas-- The ethics of prison research")
- Examples of unacceptable subjects:
  - "Re"
  - "Response to Mike"
  - "I Agree"
  - "Another idea" / etc.

**Discussion Board participation is worth 25% of your grade.....The substance and quality of your submissions to the discussion board will play a role in calculation of your Discussion grade at the end of the semester. Course Materials including lecture notes, assigned readings and discussion board questions will be released every Thursday at 4 PM.** Any new discussion boards for the week's assignments will be open at that time.

**Another method for communication in this course is E-Mail:**

Electronic mail sent to me should be **reserved for those things you don't wish to share with the rest of the class.....**private or personal issues, in other words. Otherwise, any question, comment, etc. you may have is sure to be beneficial/interesting to the rest of the group and should be posted on the Discussion Board or Chat. E-mail sent directly to me does not count toward your class participation grade. However, don't hesitate to send an e-mail message to me if you feel this is the best method of communication for you in regard to a particular issue. I will typically check e-mail for this class each week day and I will usually respond by the end of the following day or by Monday after the weekend. You can get the e-mail addresses for the entire class by clicking on "create a message" and then on the "browse for recipients" buttons. By the way, I do expect that you remain diligent about checking your e-mail as well ....I expect to use it and the general announcements feature of Blackboard often to pass on important information to the class.

**REQUIRED TEXT:**

**This is a graduate course in research methods. As such it builds on the concepts and terminology graduate students are expected to have mastered in their undergraduate work. We will use this text as a prime source --- you will need to thoroughly master all the concepts introduced in this text to do well in this graduate course (which is why I strongly suggest that you complete the exercises that are on Bachman and Schutt's website.) In addition to the required text there are assigned downloadable documents for you to read and critique.**

**Ronet Bachman & Russell K. Schutt, (2011) The Practice of Research in Criminology and Criminal Justice. (4<sup>th</sup> edition). Thousand Oaks, CA: Sage Publications.**

Each week you should complete the assignments and work through relevant portions of the Bachman and Schutt interactive exercises from their study site at: <http://www.sagepub.com/prccj4e/study/intro.htm>  
This is for your own use and education and review. Also many articles and supplemental materials can be found there.

**REQUIRED DOWNLOADABLE DOCUMENTS:** There is a separate folder for these on your desktop. Also see documents that are listed in each week's assignment below. Other required downloadable or electronic documents may be added to this syllabus and all will be linked in each week's course materials. **EVERYONE is responsible for reading each article and also reading ALL of the discussion on the discussion boards.**

<b>EVALUATION:</b>	
<b>Class Participation/ Discussion Board</b>	<b>25%</b>
<b>On-line written discussion of assigned research article</b>	<b>10%</b>
<b>Completion of Human Subjects Research Certification</b>	<b>15%</b>
<b>Midterm Exam</b>	<b>20%</b>
<b>Research Proposal</b>	<b>25%</b>
<b>Review and Critique of Assigned Research Proposals</b>	<b>5%</b>

<b>Course Grading Scale</b>
98 - 100 = A+
94 - 97 = A
90 - 93 = A-
87 - 89 = B+
83 - 86 = B
80 - 82 = B-
75 - 79 = C+
70 - 75 = C
<= 69 = F

### **1. Class Participation (25%)**

Class participation means posting on the weekly discussion board and responding to other students' postings. Regular (weekly) participation is an important element for success in this course. See the detailed description above. **Each week by Monday at 8 PM you are required to make 2 postings and each week by Wednesday at 8 PM you must provide your third post – a response to one other student's posting.** On the week when you are responsible for posting an article discussion and leading that discussion you will need to reply to student questions but there are no other required postings by you on that week.

### **2. Leading class discussion of selected research article (10%) EVERYONE is responsible for reading each article and reading all of the discussion on the discussion boards.**

There are a number of assigned articles for this class. Using a sign-up sheet on Blackboard (by Wednesday September 12<sup>th</sup> at 9 PM) you will select the article related to one of the weekly topics (weeks 3-8) for which you agree to be responsible. One or sometimes two articles are "discussed" each week. During the assigned week you will then take responsibility leading off all THREE discussion boards for that ONE Assigned article. The assigned students must post 250-300 words for the discussion of 1) KEY METHODOLOGICAL ISSUES in the article; 250-300 words on 2) Relevant ETHICAL and COLLABORATION ISSUES; and 3) must post three questions about the article that you pose to the rest of the class – these questions should reflect your understanding of the critical RESEARCH issues raised. These questions must challenge fellow students and the instructor to think about the research. You will have access to the discussion board once in advance \*as soon as your article selection is confirmed) AND you need to post this discussion material by Thursday at 6 PM in the week it is assigned. Then you must monitor and reply to questions and comments that arise about your article on the discussion board during the week. The text chapters or other assigned readings may dovetail with the article and provide some context for your posts and your discussion so read at this information as well to inform your postings. RIGHT NOW as you think about the article to select you should look for a topic that interests you as well as consider selecting a week when you will have time to make the initial postings and then respond to student comments. You are not required to make other posts on other materials for that week.

For the discussion of each article -- by Monday at 8 PM, ALL students will be making their assigned postings to the week's discussion boards and one of these posts will be on one of the article discussions initiated by the assigned student(s). Students may assess and comment on the leaders' postings and point out additional issues that may have been missed either as their required 2 paragraph discussion board post or in their briefer "response" post. Professor Williams will add additional comments and assessment by Thursday at noon.

[Note: the leaders' discussions and the "conversation" that follows should not be about the substance of the article topic but about the research design-- except as the substance is related to the methodological issue. So, for example, if your

article is about a study of the effectiveness of a drug treatment program, the discussion should primarily be about the way the effectiveness is assessed (i.e., the methodology and research design) or other aspects of the DESIGN and NOT a summary of the article and NOT a discussion of general criminology issues such as why people use drugs, what the punishments should be, etc.]. Be prepared to provide YOUR own assessment of the RESEARCH DESIGN how the authors conducted the research. Your grade for this discussion will reflect the quality of your discussion posts and how well you are able to help fellow students learn the material.

**3. Completion of Human Subjects Research Certification (15%)** (Submit a copy of certificate in the assignment dropbox by 9 PM on Thursday September 20<sup>th</sup>)

On the page for the UML Institutional Review Board for UML there are links to required training programs: (see <http://www.uml.edu/Research/OIC/human-subjects/default.aspx>)

The required certification for this course is linked to the statement on the IRB website: “Another acceptable option is the NIH training module titled "Protecting Human Research Participants." <http://phrp.nihtraining.com/users/login.php> Follow that link to complete the training and get your certificate. If you prefer to do the CITI training which is more extensive (see <http://www.citiprogram.org/default.asp> ) you may follow that link. The CITI training is NOT required for this course but is an option for those interested in more detail about human subjects and the CITI certificate will also satisfy the requirement.

Complete the certification (it may take an hour or two). Whichever training program you complete, **save your certificate electronically** (e.g., print it as a pdf, doc or mht file) and submit (upload) it to the assignment dropbox by Thursday September 20<sup>th</sup> [Note: this certificate will cover you for 3 years with UML IRB—so keep a copy (or remember your login information) in case you need it for a future research project].

**4. Midterm exam (20%)** due by 9:00 PM TUESDAY OCT 16<sup>TH</sup> ---- submitted to the instructor via the Blackboard assignment tool/ “drop box.” The midterm exam will consist of essay and short answer questions provided to you one week in advance of the due date. Books may be used but the work is to be completed independently with no assistance from others.

**5. Written Research Proposal (25%)** This is a team project to be completed by week 9 --- and submitted by 4 PM on THURSDAY Nov 1 for class review and scoring. **Then, by Friday November 9<sup>th</sup> at 9:00 P.M. team must submit final proposal for grading. This assignment involves writing a proposal (such as one you might write to a funding agency) that sets forth the rationale for your proposed research and the specific methods you propose to use (there are required components of a proposal and information on this is provided in the course materials). To be clear—this is a PROPOSAL for research and you will NOT collect research data for this assignment.**

The research proposal narrative must include a one-page abstract and be 15-20 pages in length (double spaced not including references in page count, 1" margins all around, in Times New Roman, Arial or Century Gothic). (Even more detail about the content of this proposal will be found in the “resources for proposal writing” section on the course desktop as well as in the assignment tab).

**There are several steps for completing this assignment:**

Step 1: Join in a discussion (you will find a special discussion board for this) on a suggested research proposal topic or initiate a discussion on a topic in which you are interested. Start working on this in the first week of class and by Thursday September 20<sup>th</sup> at 9 PM-have a team of two or three students identified and alert Prof Williams (with a cc to each team member) of your topic choice and team members. Teams may have NO MORE than THREE (3) student members—and Teams of 3 produce much better work than teams of 2. Once you have confirmed your team and topic a separate discussion board will be set up for your team to use for collaboration. Start using this discussion board to complete the next assignments.

By Thursday September 27<sup>th</sup> at 9 PM the team must submit their final topic in a word document along with a list of 10 references to be used in your team’s literature review for research proposal. Seven of these references must be from peer-reviewed journals, 3 may be from other sources. The citations should be prepared in accordance with the APA or ASA rules for references appearing in a bibliography. (Note: there is ONE submission for each team... so decide who will submit your materials as ONE document).

By Thursday October 4<sup>th</sup> at 9 PM the team must submit a draft “statement of the problem” that the research will address and (if applicable) hypotheses for research proposal

By Thursday October 18<sup>th</sup> at 9 PM the team must submit a detailed outline of the proposal research design. As applicable to your design the outline should cover 1.) general approach, 2.) sampling design -- subjects/ participants, 3.) instrumentation or measurement plan, 4.) data collection plan, and 5.) data analysis plan.

**Written Research Proposal and Abstract drafts must be submitted so they can be** posted on Blackboard for on-line review by fellow students by 4 PM on Thursday November 1<sup>st</sup>. Review and scoring will be completed by fellow students by Monday November 5<sup>th</sup> at 9 PM. The final proposal is due by 9 PM on Friday November 9<sup>th</sup> and will be graded by the instructor.

**6. Review and critique of research proposals (5%)** On-line submission of the research proposals will permit peer review and scoring to commence on Thursday Nov. 1<sup>st</sup>. All students (individually) must complete review and scoring by Monday Nov. 5<sup>th</sup> at 9 PM. A copy of the abstract will be reviewed by each student and scored according to a standardized procedure and at least two proposals will be assigned to each student to review. Students will read and score the assigned proposals and will be expected to each provide detailed constructive critique following guidelines set forth in the course materials. The “funded/ winning” proposal will be announced following the ratings.

**LATE ASSIGNMENT POLICY:** Make up exams are not permitted except when there are documented extenuating circumstances (e.g., medical and family emergencies), and the student has notified me 48 hours prior to or after the exam. The make-up assignment for an exam is a 10 page paper. Similar to exams, extensions on assignments will be allowed only in extenuating circumstances AND if you have contacted me within 48 hours of the due date and time. Emailing me to tell me an assignment is going to be late is NOT prior approval. The equivalent of one letter grade (for example, from an A to an A-) will be deducted for each day (including weekend days) that a paper is late, up to five days. Assignments more than five days late will be given a zero.

### **INCOMPLETES**

Incompletes are permitted only when a student who is satisfactorily passing the course misses a minor part of the course or the final exam due to emergency circumstances. In that case, students need to provide documentation of emergency circumstances within 48 hours. Responsibility for making arrangements with an instructor to complete all outstanding course work rests entirely with the student and the arrangements are to be made PRIOR to the end of the course. Please see the UML Academic Catalog section on Grading Policies for more information on Incompletes.

## COURSE CALENDAR AND ASSIGNMENTS

WEEK-DATE	SESSION TOPIC	ASSIGNMENTS--- Detailed Information is found in the materials released each week on Thurs. at 4:00 P.M. ALL TIMES ARE EASTERN TIME ZONE. The materials listed for each week reflect what is due to be read in the first few days of that week and forms the basis of the entire week's work. If you want to read the chapters and articles in advance of the week that is fine.. (even recommended, as time permits.) The lecture notes and other activities for each week are not released until 4 pm on Thurs. and the discussion boards open at that time as well.
Week One Sept 5-12 <sup>th</sup>  <div style="font-size: 48pt; text-align: center; margin-top: 20px;">1</div>	INTRODUCTION TO CJ RESEARCH  THE PROCESS AND PROBLEMS OF CRIMINOLOGICAL RESEARCH  Key concepts association, causality, validity and reliability.  CAUSATION AND RESEARCH DESIGN	<p><b>Note: this first week starts on a WEDNESDAY and goes through the following WEDNESDAY. All other weeks run Thurs at 4 PM through the following Wed.</b></p> <p><b>Examine the book and materials, become familiar with the course requirements, plan your approach to the reading and think about where you want to focus attention for your research proposal.</b></p> <p><b>Read the Welcome Letter in the “Start Here” section of the course and please post your introduction ASAP and at least by sometime this week.</b></p> <p>Go to the website for the text--  <a href="http://www.sagepub.com/prccj4e/study/intro.htm">HTTP://WWW.SAGEPUB.COM/PRCCJ4E/STUDY/INTRO.HTM</a>            and work your way through the materials and quizzes for chapters 1 and 2.</p> <p><b>Readings: Bachman &amp; Schutt CH 1 AND 2</b></p> <p>Course materials THIS WEEK are released on Wednesday at 4:00 p.m. (normally Thursday at 4 PM)            Your week 1 Initial Discussion Board comments must be posted by Monday at 8 pm and your required response to at least one other classmates' posting must be made by the following Wednesday at 8 PM.            There will be The first Chat is scheduled for Tuesday September 11<sup>th</sup> at 7 PM (Post questions about the course to the General Questions Discussion Board)  <b>By Wed. Sept. 12<sup>th</sup> at 9 PM sign up for article on which you will lead discussion.</b></p>
Week Two Sept 13-19  <div style="font-size: 48pt; text-align: center; margin-top: 20px;">2</div>	ETHICS AND COLLABORATION IN CRIMINAL JUSTICE RESEARCH CONCEPTUALIZATI ON AND MEASUREMENT  Key concepts association, causality, validity and reliability.  CAUSATION AND RESEARCH DESIGN	<p><b>Readings:</b>            Bachman &amp; Schutt CH 3 AND 4</p> <p><b>Work on your Human Subjects' Certification and Complete Ethics readings:</b></p> <p><b>THE BELMONT REPORT:</b>  <a href="http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.htm">HTTP://WWW.HHS.GOV/OHRP/HUMANSUBJECTS/GUIDANCE/BELMONT.HTM</a>  <b>AND</b>  <b>THE NUREMBERG CODE</b>  <a href="http://ohsr.od.nih.gov/guidelines/nuremberg.html">HTTP://OHSR.OD.NIH.GOV/GUIDELINES/NUREMBERG.HTML</a></p> <p>Collaboration Video: Fostering Collaborative Research:            Viewpoints from Violence Against Woman Practitioners and Researchers--  <a href="http://library.uml.edu/media/CJ/vaw.html">http://library.uml.edu/media/CJ/vaw.html</a></p> <p>Course materials released on Thurs. at: 4:00 p.m.            Initial Discussion Board comments must be posted by Monday at 8 pm and your required response to at least one other classmates' posting must be made by the following Wed. at 8 PM.            Chat (optional) scheduled Tues. evenings at 7 PM  <b>Completion of Human Subjects Research Certification (Submit a copy of certificate in the assignment dropbox by 9 PM on Thursday September 20<sup>th</sup>)</b></p> <p><b>By Thursday September 20<sup>th</sup> at 9 PM have a team of two or three students identified and alert Prof Williams of your topic choice and team members.</b></p>

WEEK-DATE	SESSION TOPIC	<p><b>ASSIGNMENTS---</b> Detailed Information is found in the materials released each week on Thurs. at 4:00 P.M. <b>ALL TIMES ARE EASTERN TIME ZONE.</b>  <b>The materials listed for each week reflect what is due to be read in the first few days of that week and forms the basis of the entire week's work. If you want to read the chapters and articles in advance of the week that is fine.. (even recommended, as time permits.) The lecture notes and other activities for each week are not released until 4 pm on Thurs. and the discussion boards open at that time as well.</b></p>
<p>Week Three Sept 20-26</p> <p style="font-size: 48pt; text-align: center;"><b>3</b></p>	<p>Overview of the research process and the conduct of empirical and qualitative research.-- use of qualitative, quantitative, experimental and quasi-experimental and mixed method designs.</p>	<p><b>Readings:</b>                      Bachman &amp; Schutt CH 6 AND 7</p> <p>Crawley, E. &amp; Sparks, R. (2008). Is there life after imprisonment? How elderly men talk about imprisonment and release. <i>Criminology &amp; Criminal Justice</i>, 1, (6): 63-82.</p> <p>Kempinen, C. A., &amp; Kurlychek, M. C. (2003). An outcome evaluation of Pennsylvania's boot camp: Does rehabilitative programming within a disciplinary setting reduce recidivism? <i>Crime &amp; Delinquency</i>, 49(4), 581-602.</p> <p>Course materials released on Thursday at 4:00 p.m.                      Initial Discussion Board comments must be posted by Monday at 8 pm and your required response to at least one other classmates' posting must be made by the following Wednesday at 8 PM.                      Chat (optional) scheduled Tuesday evenings at 7 PM  <b><u>Completion of Human Subjects Research Certification</u></b> (Submit a copy of certificate in the assignment dropbox by 9 PM on Thursday September 20<sup>th</sup>)</p> <p><b>By Thursday September 20<sup>th</sup> at 9 PM have a team of three students identified and alert Prof Williams of your topic choice and team members.</b></p>
<p>Week Four Sept 27-Oct</p> <p style="font-size: 48pt; text-align: center;"><b>4</b></p>	<p>Field Research, Qualitative Research Methods, and Ethnographic Studies</p> <p>Sampling for Quantitative and Qualitative Designs</p>	<p><b>Readings:</b>                      Bachman &amp; Schutt CH 5 AND 9—Students may find that reading chapter 13 is helpful with the proposal writing assignment.</p> <p>Morrison, K. E., Luchok, K. J., Richter, D. L., &amp; Parra-Medina, D. (2006). Factors influencing help-seeking from informal networks among African American victims of intimate partner violence. <i>Journal of Interpersonal Violence</i>, 21(11), 1493-1511.</p> <p>Lane, J. (2002) Fear of gang crime: A qualitative examination of the four perspectives. <i>Journal of Research In Crime and Delinquency</i>, 39 (4). 437-471.</p> <p>Supplemental material: Ragin, C., Nagel, J. &amp; White, P. (2004) Workshop on Scientific Foundations of Qualitative Research. Washington, DC: National Science Foundation. <a href="http://www.nsf.gov/pubs/2004/nsf04219/nsf04219.pdf">http://www.nsf.gov/pubs/2004/nsf04219/nsf04219.pdf</a>                      Read through page 18 of this document (you may also find the articles from Appendix 3 interesting).</p> <p>Course materials released on Thursday at 4:00 p.m.                      Initial Discussion Board comments must be posted by Monday at 8 pm and your required response to at least one other classmates' posting must be made by the following Wednesday at 8 PM.                      Chat (optional) scheduled Tuesday evenings at 7 PM  <b>By Thursday Sept. 27<sup>th</sup> at 9 PM the team must submit their final topic in writing along with a list of 10 references</b></p>

WEEK-DATE	SESSION TOPIC	ASSIGNMENTS--- Detailed Information is found in the materials released each week on Thurs. at 4:00 P.M. ALL TIMES ARE EASTERN TIME ZONE. The materials listed for each week reflect what is due to be read in the first few days of that week and forms the basis of the entire week's work. If you want to read the chapters and articles in advance of the week that is fine.. (even recommended, as time permits.) The lecture notes and other activities for each week are not released until 4 pm on Thurs. and the discussion boards open at that time as well.
Week Five Oct 4-10  <div style="font-size: 48pt; text-align: center; margin-left: 20px;">5</div>	Experimental and quasi experimental designs for basic research and evaluation studies	<p><b>Readings:</b>            Bachman &amp; Schutt CH 11 CONTINUE AND 7.            Students may find that reading chapter 13 is helpful with the proposal writing assignment.</p> <p>Bottcher, J., &amp; Ezell, M. E. (2005). Examining the effectiveness of boot camps: A randomized experiment with a long-term follow up. <i>Journal of Research in Crime and Delinquency</i>, 42(3), 309-332.</p> <p>Mullany, J. M., &amp; Peat, B. (2008). Process evaluation of a county drug court. <i>Criminal Justice Policy Review</i>, 19(4), 491-508.</p> <p>Course materials released on Thursday at 4:00 p.m.            Initial Discussion Board comments must be posted by Monday at 8 pm and your required response to at least one other classmates' posting must be made by the following Wednesday at 8 PM.            Chat (optional) scheduled Tuesday evenings at 7 PM.  <b>By Thursday October 4<sup>th</sup> at 9 PM the team must submit a draft statement of the problem and hypotheses</b></p>
Week Six Oct 11-17  <div style="font-size: 48pt; text-align: center; margin-left: 20px;">6</div>	Survey Design and Questionnaire Construction.	<p><b>Readings:</b>            Bachman &amp; Schutt CH 8            Students may find that reading chapter 13 is helpful with the proposal writing assignment.</p> <p>Lambert, E. G., &amp; Paoline, E. A. (2008). The influence of individual, job, and organizational characteristics on correctional staff job stress, job satisfaction, and organizational commitment. <i>Criminal Justice Review</i>, 33(4), 541-564.</p> <p>Weitzer, R. &amp; Tuch, T.A. (2002) Perceptions of Racial Profiling: Race, Class, and Personal Experience. <i>Criminology</i>, 40, 435-456.</p> <p>Course materials released on Thursday at 4:00 p.m.            Initial Discussion Board comments must be posted by Monday at 8 pm and your required response to at least one other classmates' posting must be made by the following Wednesday at 8 PM.            Chat (optional) scheduled Tuesday evenings at 7 PM  <b>***MIDTERM EXAM MUST BE COMPLETED and SUBMITTED VIA DROP BOX BY Tuesday October 16<sup>th</sup> at 9 PM</b></p>

WEEK-DATE	SESSION TOPIC	<p><b>ASSIGNMENTS---</b> Detailed Information is found in the materials released each week on Thurs. at 4:00 P.M. <b>ALL TIMES ARE EASTERN TIME ZONE.</b>                      The materials listed for each week reflect what is due to be read in the first few days of that week and forms the basis of the entire week's work. If you want to read the chapters and articles in advance of the week that is fine.. (even recommended, as time permits.) The lecture notes and other activities for each week are not released until 4 pm on Thurs. and the discussion boards open at that time as well.</p>
Week Seven Oct 18-24  <div style="font-size: 48pt; text-align: center;">7</div>	Interviews, Observation, Record Review, and Secondary Data Analysis	<p><b>Readings:</b>                      Bachman &amp; Schutt CH 10 and continue with 9                      Students may find that reading chapter 13 is helpful with the proposal writing assignment.</p> <p>Brock Blomberg, S., Engel, R. C., &amp; Sawyer, R. (2010). On the duration and sustainability of transnational terrorist organizations. <i>Journal of Conflict Resolution</i>, 54(2), 303-330.</p> <p>Merari, A., Fighel, J., Ganor, B., Lavie, E. Tzoreff, Y., &amp; Livne, A. (2010) Making Palestinian "Martyrdom Operations"/"Suicide Attacks": Interviews With Would-Be Perpetrators and Organizers. <i>Terrorism and Political Violence</i>, 22 (1), 102- 119.</p> <p>Course materials released on Thursday at 4:00 p.m.                      Initial Discussion Board comments must be posted by Monday at 8 pm and your required response to at least one other classmates' posting must be made by the following Wednesday at 8 PM.                      Chat (optional) scheduled Tuesday evenings at 7 PM  <b>By Thursday October 18<sup>th</sup> at 9 PM the team must submit a detailed outline of the proposal research design.</b></p>
Week Eight Oct 25-31  <div style="font-size: 48pt; text-align: center;">8</div>	Data Analysis	<p><b>Readings:</b>                      Bachman &amp; Schutt 9 AND 12                      Students may find that reading chapter 13 is helpful with the proposal writing assignment.</p> <p>Harrison, P., Maupin, J.R. &amp; Mays, G.L. (2001) Teen Court: A comparison of Processes and Outcomes. <i>Crime Delinquency</i>, 47(2): 243-264.</p> <p>Holmes, M.M., Resnick, H.S., Kilpatrick, D.G. &amp; Best, C.L. (1996) Rape-related pregnancy: Estimates and descriptive characteristics from a national sample of women. <i>American Journal of Obstetrics Gynecology</i>, 175 (2): 320-5.</p> <p>Course materials released on Thursday at 4:00 p.m.                      Initial Discussion Board comments must be posted by Monday at 8 pm and your required response to at least one other classmates' posting must be made by the following Wednesday at 8 PM.                      Chat (optional) scheduled Tuesday evenings at 7 PM</p>
Week Nine Nov 1- 7  <div style="font-size: 48pt; text-align: center;">9</div>	Interpretation of Findings	<p><b>Readings:</b>                      Bachman &amp; Schutt CH 13</p> <p><b><u>Written Research Proposal (Draft) and Abstract (Draft)</u></b> to be completed and submitted by 4 PM on Thursday November 1<sup>st</sup> for class review and scoring. Review and scoring to be completed by Monday Nov 5<sup>th</sup> at 9 PM.</p> <p>Course materials released on Thursday at 4:00 p.m. (This week proposals are provided for review)                      Discussion Board comments this week are replaced by proposal review and scoring assignment and must be posted by Monday Nov 5<sup>th</sup> at 9 pm and your required response to at least one other classmates' posting must be made by Wednesday at 8 PM.                      Chat (optional) THIS IS OUR LAST scheduled CHAT Tuesday Nov 6<sup>th</sup> at 7 PM</p>

WEEK-DATE	SESSION TOPIC	ASSIGNMENTS--- Detailed Information is found in the materials released each week on Thurs. at 4:00 P.M. ALL TIMES ARE EASTERN TIME ZONE. The materials listed for each week reflect what is due to be read in the first few days of that week and forms the basis of the entire week's work. If you want to read the chapters and articles in advance of the week that is fine.. (even recommended, as time permits.) The lecture notes and other activities for each week are not released until 4 pm on Thurs. and the discussion boards open at that time as well.
Week Ten Nov 8-11  <span style="font-size: 2em; font-weight: bold;">10</span>	Research Results; Reporting Findings and Implications for Policy And Programs. What Will It All Mean?	<p><b>Peer review and scoring</b> <b>Implications for Policy</b></p> <p>Course materials released on Thursday at 4:00 p.m. A week 10 Discussion Board will be open for your comments. Please continue to discuss issues that have arisen from the review of the proposals and also discuss implications for policy, programming and your future work in the field.</p> <p><b>By Fri. Nov 9<sup>th</sup> at 9:00 PM each team must submit its final proposal for grading</b></p>

**Student Support & Special Services**

While this course is not focused on victims' issues, materials on crime and violence can raise many emotions for us and many examples from my own research do focus on victimization. Due to the difficult nature of some of these materials, you may experience a need or desire to ventilate about the topic or to process some of your own personal experiences with violence or other crimes. This is a completely normal and reasonable response. Some students find they want to discuss these feelings or experiences with a supportive friend or other adult. The online or in-person classroom is not the appropriate venue for this processing to take place and it may be difficult to find a way to speak to the professor or someone else at UML about these issues in an online class. You may, however, send me an email or contact me and I can elaborate on possible support services. For your reference, here are a few resources you may wish to utilize:

- National Crime Victims Helpline 800-FYI-CALL (8:30 a.m. – 8:30 p.m.)
- National Domestic Violence Hotline 800-799-7233 (24 hour)
- National Sexual Assault Hotline 800-656-HOPE (24 hour)
- <http://online.rainn.org/> (online hotline)
- Safelink (Massachusetts Statewide Domestic Violence hotline) 877-785-2020 (24 hour)
- The Counseling Center at UML 978-934-4331 (Weekdays, 8:30 a.m.-5 p.m.)

**ACADEMIC INTEGRITY** ---The university's academic integrity policy, which can be found on-line, will be enforced in this class. Students are also encouraged to readings the policy on plagiarism:

[http://www.uml.edu/catalog/undergraduate/policies/academic\\_dishonesty.htm](http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm) . Do not plagiarize. Plagiarism is defined as:

1. direct quotation or word for word copying of all or part of the work of another without identification or acknowledgement of the quoted work;
2. extensive use of acknowledged quotation from the work of others which is joined together by a few words or lines of one's own text; and
3. an abbreviated restatement of someone else's analysis or conclusion, however skillfully paraphrased, without acknowledgment that another person's text has been the basis for the recapitulation; and
4. downloading information from the internet without direct quotation and reference, name of author, title of article, or text and date.

Very important: The paper and other written work submitted for this course must be your original work for this course and not in whole or part be work you submitted for another course.

Also see the following site-- It offers good suggestions: <http://sociology.camden.rutgers.edu/jfm/plagiarism/plagiarism-jfm.htm>

If you are in doubt about what might constitute plagiarism in a written assignment, post a question on the discussion board or send me an e-mail me about it (discussion board is preferred since your question will undoubtedly be useful to others). Any attempt to represent the work of someone else as your own, or any other form of academic dishonesty will result in an F (0 points) on that assignment. So please don't cheat, plagiarize, fabricate, or help anyone else do these things.

There are MANY relevant peer reviewed journals that are often cited in the criminal justice search engines available on the UML library website. (See also information on the course home page -- under "Resources" for writing your paper-- about locating peer reviewed articles.) You may want to direct your specific attention to current and all back issues of:

Some relevant peer reviewed journals in Criminal Justice:

#### CORRECTIONS

Corrections Today  
Forum on Corrections Research  
IARCA Journal on Community Corrections  
Journal of Offender Monitoring  
Journal of Offender Rehabilitation  
Journal of Probation and Parole  
Prison Journal  
Probation Journal  
Punishment & Society: The International Journal of Penology  
CHILD ABUSE AND DELINQUENCY RELATED  
Adolescence  
Child Abuse and Neglect  
Child Maltreatment  
Child Welfare  
Journal of Abnormal Child Psychology  
Journal of Adolescence  
Journal of Adolescent Health  
Journal of Adolescent Research  
Journal of Child Psychology and Psychiatry  
Journal of Child Sexual Abuse  
Journal of Clinical Child Psychology  
Journal of Gang Research  
Journal of Juvenile Law  
Journal of Juvenile Justice & Detention Services  
Journal of the American Academy of Child and Adolescent Psychiatry  
Journal of Youth and Adolescence  
Juvenile and Family Court Journal  
Reclaiming Children and Youth

#### GENERAL CRIME AND DELINQUENCY

American Journal of Criminal Justice  
American Sociological Review  
Australian & New Zealand Journal of Criminology  
Behavioral Sciences and the Law  
British Journal of Criminology  
British Journal of Law and Society  
Canadian Journal of Criminology  
Contemporary Justice Review  
Crime and Justice  
Crime & Delinquency  
Crime & Social Justice  
Crime, Law and Social Change  
Crime Prevention & Community Safety: An International Journal  
Criminal Behaviour and Mental Health  
Criminal Justice  
Criminal Justice Policy Review  
Criminal Justice Review  
Criminal Justice and Behavior  
Criminal Justice: The International Journal of Policy & Practice  
Criminology  
Deviant Behavior  
European Journal on Criminal Policy and Research

Feminist Criminology  
Howard Journal of Criminal Justice  
Indian Journal of Criminology  
International Journal of Comparative and Applied Criminal Justice  
International Journal of Offender Therapy & Comparative Criminology  
International Journal of the Sociology of Law  
International Review of Criminal Policy  
International Review of Victimology  
Journal of Contemporary Criminal Justice  
Journal of Crime & Justice  
Journal of Criminal Justice  
Journal of Criminal Justice and Popular Culture  
Journal of Criminal Justice Education  
Journal of Criminal Law & Criminology  
Journal of Quantitative Criminology  
Journal of Research in Crime & Delinquency  
Justice Quarterly  
Justice Research and Policy  
Law & Policy Quarterly  
Law & Society Review  
Scandinavian Journal: Studies in Criminology and Crime  
Social Forces  
Social Justice  
Social Science Quarterly  
Sociology and Social Research  
Theoretical Criminology  
Victims and Offenders: Journal of Evidence-Based Policies and Practices  
Women and Criminal Justice

#### VIOLENCE

Aggression and Violent Behavior  
Homicide Studies  
Journal of Family Violence  
Journal of Interpersonal Violence  
Violence Against Women  
Violence and Victims

#### A Note About Citations

The style guidelines of the American Psychological Association (APA) for references to journal articles calls for them to be formatted as follows:

Author's last name, author's first and middle initial. (Year of publication). Article title. Journal Name, volume number, page numbers.

#### A few pointers:

- All names should be inverted (last name first), followed by the author's initial(s) and a period after each initial. Separate multiple authors' names by commas. The last author in a list of two or more authors should be preceded by an ampersand (the "&" sign). List all authors in the same order in which they appear in the article.
- For the title of the article, capitalize only the first word of the title, the first word following a semi-colon in the title and any proper nouns: e.g. Three strikes laws in California: Good policy or good politics?
- Capitalize and underline the name of the journal. Separate the volume number from the name of the journal by a comma and underline the volume number as well.
- Give the full range of page numbers of the article.  
If you retrieve the article from an electronic source as opposed to a paper copy available in the library or through inter-library loan, refer to the APA's guidelines for instruction on how to add a notation about the electronic retrieval.
- Here are some more tips on APA style: <http://www.apastyle.org/previoustips.html>  
<http://sociology.camden.rutgers.edu/curriculum/citation.htm>

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- Finding journal articles
- <http://www.uml.edu/libraries/>
- [http://www.uml.edu/libraries/Research\\_Help/Know%20How/h-articl.html](http://www.uml.edu/libraries/Research_Help/Know%20How/h-articl.html)
- This link will take you to PolyCal library and you can't sign in there but I found this information helpful  
<http://www.lib.calpoly.edu/research/guides/peer.html>
- Use Dept of Justice website
- <http://www.ncjrs.gov/>

Here are some useful links for sources for information on writing a research paper and APA style:

[http://owl.english.purdue.edu/handouts/research/r\\_ressteps.html](http://owl.english.purdue.edu/handouts/research/r_ressteps.html)

<http://www.ruf.rice.edu/~bioslabs/tools/report/reporterror.html>

<http://www.infoplease.com/homework/t1termpaper1.html>

<http://web.pdx.edu/~dbls/HowtoWriteLiteratureReview.htm>