

CRIM.591.201 -- RESEARCH DESIGN -- Fall 2012

Thursdays 4:30 pm – 6:50 pm --- Location: Mahoney B8

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Office Hours: Thursday 3:00 PM - 4:30 PM and Friday 11:00 AM - 12:00 noon
 or by Appointment (call or e-mail)

COURSE DESCRIPTION: This course addresses the fundamentals of Research Design and is one of a series of graduate courses which expose graduate students to methodology as used in criminology, criminal justice, and other social sciences. The course will survey the research design enterprise and cover a host of issues surrounding the measurement and collection of data, and other procedures that influence whether a research study will lead the investigator to scientifically rigorous information that contributes to the field. This course: (1) investigates various strategies for devising social science research; (2) compares the relative benefits of various designs; and (3) identifies the tools necessary to conduct studies that will yield data worthy of analysis and interpretation. The course material will be valuable not only for students who will conduct research themselves, but also, administrators who must evaluate the research of others in their conduct of their jobs in the criminal justice system or other policy contexts.

The course covers the following:

1. Selection of a research design
2. Review of the literature
3. Theory construction and theory testing
4. Ethical issues related to research
5. Defining a research problem or question and, if applicable, formulating one or more meaningful testable hypothesis (and identifying dependent, independent, and intervening variables.)
6. Formulating a research design including data collection, data analysis and interpretation
7. Addressing issues of reliability, validity and generalizability.
8. Assessing and managing the realities of conducting research in the field.
9. Planning data analysis and interpretation of results.
10. Considering implications for future research and/or policy.

STUDENT LEARNING OBJECTIVES/OUTCOMES: At the end of the course, students will be able to:

- plan research in criminal justice;
- analyze and discuss the role of theory in social science research;
- anticipate and address ethical issues related to research;
- develop research questions and/or hypotheses for qualitative, quantitative, and mixed methods research;
- describe the procedures involved in developing quantitative, qualitative, and mixed methods plans;
- select appropriate research designs demonstrating an understanding of critical issues in research including causation, validity, operationalization, measurement, and sampling;
- plan research that incorporates surveys, interviews, record review, observation, secondary data analysis;
- develop a scholarly proposal for a research study.

COURSE OUTCOMES AND ASSESSMENT: Written assignments and class participation will demonstrate student research design competencies including assessment of the extent to which a research study tests or contributes to theory development and provides evidence of association, causality, validity and reliability; identification of ethical issues that arise in research involving human participants; achievement of human subjects' research certification; and preparation of an application for IRB approval. Each student will prepare a research design (proposal) that provides justification for their proposed research/activities; a sound and an executable (feasible) research plan; and clear discussion of anticipated significance and contribution to the field.

REQUIREMENTS: The success of this course depends on each student's active participation and completion of ALL readings and other written or orally presented assignments. Your grade for this class will reflect these expectations. Students should obtain knowledge of the subject matter through class participation; assimilating the lecture materials, class discussions and assigned readings (supplemented by your own reading for your proposal); and completion of the brief written assignments and final research proposal.

REQUIRED DOWNLOADABLE DOCUMENTS:

Articles, book chapters, and related material for each week are included in this syllabus in the weekly planner (below). All of these are electronically available on blackboard and should be read prior to class discussion. Other readings will be assigned.

REQUIRED TEXT: Creswell, John W., 2008, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 3rd Edition. Thousand Oaks, CA: Sage. Please purchase and bring this book to class. The study site for this text can be found at: <http://www.sagepub.com/books/Book232401?siteId=sage-us&prodTypes=any&q=cresswell&fs=1#tabview=supplements>

Supplemental text: This is a course designed for students in the PhD program and, as such, builds on the concepts and terminology graduate students are expected to have mastered in their undergraduate work. If you need a basic review of these materials you may also wish to purchase this book often used in the undergrad or master’s level online class (Ronet Bachman & Russell K. Schutt., 2011, *The Practice of Research in Criminology and Criminal Justice*. (4th edition). Thousand Oaks, CA: Sage Publications.) It may help if you complete the exercises that are on Bachman and Schutt’s website: <http://www.sagepub.com/prccj4e/study/intro.htm>

WEB-ENHANCED COURSE: This class provides web-enhanced features by logging in at: <http://continuinged.uml.edu/online> . A handout distributed during the first class provides information about how to get your password and log in. The syllabus and weekly readings and any updates and assignments are posted here. Discussion boards are available for our use. Written assignments must be submitted via this site. It is critical that all students taking this course use the web-enhanced features—so now is the time to get familiar with this resource and introduce yourself on the discussion board. ***Please do not use the Blackboard mail function. In this on-campus class the best email to use in my UML email account (see below).***

Email Use: UML recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. UML encourages all official student email correspondence be sent only to a student’s UML email address and that faculty and staff consider email from students official only if it originates from a UML student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UML furnishes each student with an email account that is to be used in all communication with university personnel. UML also provides a method for students to have their UML email forwarded to their personal accounts.

EVALUATION: Class participation counts for 10% of the grade and includes intensive research design discussion and critique. Several written assignments comprise another 20% of your grade. Completion of the CITI version of the Human Subjects Training is required as well for 10% of your grade. Sixty percent of the course grade will be based on your final (sole authored) research proposal, due **Dec. 13**.

EVALUATION:	
Class Participation	10%
Brief written assignments	20%
Completion of Human Subjects Research Certification	10%
Research Proposal	60%

Course Grading Scale
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 (including brief assignments) (10%)** Class participation means speaking in class, as well as, listening to fellow students and helping others to understand the material. Regular class participation is an important element for success in this course. Students should come to each class having read the materials and completed any brief assignments for that week and prepared to pose questions and respond orally to questions about the readings. This class meets only once a week and student participation is what makes the class successful. Therefore, every student needs to attend every class.
- 2. Brief written assignments (20%)** These assignments will be provided in week two of the course and consist primarily of activities related to proposal development (e.g., developing or critiquing survey questions; preparing sampling plans; preparing an IRB proposal.)
- 3. Completion of Human Subjects Research Certification (10%)** (Submit a copy of certificate in the assignment dropbox by 9 PM on Wednesday October 3rd). On the page for the UML Institutional Review Board 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 the CITI training (see <http://www.citiprogram.org/default.asp>) . Complete the certification (it may take several hours or more). Save your certificate

electronically (e.g., print it as a pdf, doc or mht file) and submit (upload) it to the assignment dropbox by Wednesday Oct. 3rd. [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. Written Research Proposal (60%) This is a sole authored project, but the class will advise you on your progress during the semester. A draft must be submitted by Wednesday Nov 28th at 9 pm for class review and scoring. By Thursday December 13th at 4:30 pm you must submit the 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. 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). The narrative may not exceed a total of 20 pages. (More detail about the content of this proposal will be provided in week two of this class and available on the blackboard site.)

LATE ASSIGNMENT POLICY: Late submission of course required materials is only permitted when there are documented extenuating circumstances (e.g., medical and family emergencies), and the student has notified me 48 hours prior to (or, if dictated by the emergency, after) the due date. Extensions on assignments will be allowed only in extenuating circumstances AND if you have contacted me and received approval 48 before the due date and time. Generally all makeup work MUST be scheduled within one week of the original due date.

INCOMPLETES: Incompletes are permitted only when a student who is satisfactorily passing the course misses a minor part of the course or a 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	READINGS AND ASSIGNMENTS DUE ON EACH DATE
Week 1 Sept 6	Introduction to research design	Examine the book and materials, become familiar with the course requirements, login to the web-enhanced course (Blackboard). Assignment A: complete assignment # 2 on page 20 of the text. (see handout and dropbox on blackboard).
Week 2 Sept 13	Research design and selection Overview of the research process and the conduct of empirical and qualitative research	Readings: 1. The Design Framework Creswell, Chapter 1 Watch this video on-line: Collaboration Video: Fostering Collaborative Research: Viewpoints from Violence Against Woman Practitioners and Researchers-- http://library.uml.edu/media/CJ/vaw.html Submit Assignment A to dropbox and bring a copy to class tonight.
Week 3 Sept 20	Literature and Use of Theory; The process and problems of criminological research	Readings: 1. The Extant Literature Creswell, Chapter 2 2. Theoretical Foundations Creswell, Chapter 3 3. 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.
Week Four Sept 27	Designing the Research Research Questions and Hypotheses Induction, Deduction, Hypotheses & Propositions, the Scientific Method	Readings: 1. Choosing a Research Problem -- Creswell, Chapter 5 2. Purpose of the Study -- Creswell, Chapter 6 3. Research Questions and Hypotheses, Creswell Chapter 7 4. Crawley, E. & Sparks, R. (2008). Is there life after imprisonment? How elderly men talk about imprisonment and release. <i>Criminology & Criminal Justice</i> , 1, (6): 63-82. 5. Kempinen, C. A., & Kurlychek, M. C. (2003). An outcome evaluation of Pennsylvania's boot camp: Does rehabilitative programming within a disciplinary setting reduce recidivism? <i>Crime & Delinquency</i> , 49(4), 581-602.

WEEK-DATE	Session topic	READINGS AND ASSIGNMENTS DUE ON EACH DATE
Week 5 Oct 4	Ethics and Collaboration In Criminal Justice Research	Readings: 1. Ethical Concerns Creswell, Chapter 4 2. The Belmont Report: HTTP://WWW.HHS.GOV/OHRP/HUMANSUBJECTS/GUIDANCE/BELMONT.HTM 3. The Nuremberg Code HTTP://OHSR.OD.NIH.GOV/GUIDELINES/NUREMBERG.HTML 4. Simi, P. & Futrell, R. (2006). Cyberculture and the Endurance of White Power Activism. <i>Journal of Political and Military Sociology</i> ,34,(1): 115-142. <u>Completion of Human Subjects Research Certification</u> (Bring a copy of the certificate to class today)
Week 6 Oct 11	Quantitative Methods Experimental and quasi experimental designs for basic research and evaluation studies	Readings: 1. Quantitative Research Creswell, Chapter 8 2. Bottcher, J., & 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. 3. Harrison, P., Maupin, J.R. & Mays, G.L. (2001) Teen Court: A comparison of Processes and Outcomes. <i>Crime Delinquency</i> , 47(2): 243-264.
Week 7 Oct 18	Concepts and Variables / Measurement; Key concepts association, causality, validity and reliability.	Readings: (TBA) Operationalization, levels of measurement, scales & indices Interviews, Observation, Record Review, and Secondary Data Analysis
Week 8 Oct 25	Qualitative Research Interpretation of Findings Field Research, Qualitative Research Methods, and Ethnographic Studies	Readings: 1. Qualitative Research Creswell, Chapter 9 2. Ragin, C., Nagel, J. & White, P. (2004) Workshop on Scientific Foundations of Qualitative Research. Washington, DC: National Science Foundation. http://www.nsf.gov/pubs/2004/nsf04219/nsf04219.pdf Read through page 18 of this document (you may also find the articles from Appendix 3 interesting).
Week 9 Nov 1	Sampling for Quantitative and Qualitative Designs Survey Design and Questionnaire Construction.	Readings: 1. Lambert, E. G., & 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. 2. Weitzer, R. & Tuch, T.A. (2002) Perceptions of Racial Profiling: Race, Class, and Personal Experience. <i>Criminology</i> , 40, 435-456.
Week 10 Nov 8	Mixed methods	Readings: 1. Mixed Methods Research Creswell, Chapter 10
Week 11 Nov15	NO Class ASC	Work on Proposal Assignments
Week 12 Nov 22		THANKSGIVING
Week 13 Nov 29	Significance and Implications for Policy	Research Results; Reporting Findings and Implications for Policy And Programs. What will it all mean? <u>Written Research Proposal (Draft) and Abstract (Draft)</u> to be completed and submitted by 4 PM on Thursday November 29 th for class review and scoring.
Week 14 Dec 6	Peer review and scoring	Review and scoring to be completed today.
Dec 12-21	Finals Week	Proposals due December 13 th

Student Support & Special Services: While this course is not solely 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. If you contact me, 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 faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his/her scholastic work. Scholastic dishonesty includes, but is not limited to: statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty can involve one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. Plagiarism, especially from the web, from portions of papers for other classes, or from any other source is unacceptable and will be dealt with under the university's policy on plagiarism. The UMASS Lowell policy on academic integrity may be found here: 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 let's discuss it. 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.

<http://www.youtube.com/watch?v=Fw6NxvWP4IU>

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. You may use guidelines for the APA or the ASA. 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?
- 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/previousstips.html>
<http://sociology.camden.rutgers.edu/curriculum/citation.htm>
- <http://owl.english.purdue.edu/owl/resource/560/01/>

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

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

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



Blackboard Access Information

To get your Blackboard username and password:

1. Go to <http://continuinged.uml.edu/online> and click the “**Get your username & password here!**” link on the right-hand side of the screen.
2. Carefully enter the information required to retrieve your username and password.
3. Print out the confirmation screen for your records.

NOTE: Before you log into Blackboard, make sure your computer has Java installed. To check, go to Start > Control Panel > Uninstall a Program under Programs and Features or Add/Remove Programs. If you see no Java listed go to www.java.com to download it.

To access the online supplement for your course:

1. Go to <http://continuinged.uml.edu/online> and click on the following link:



2. Enter your Blackboard username and password and click the Login button.

How to get technical help

If you are having problems with Blackboard, please contact Continuing Education Online Learning technical support:

Monday - Friday 8:30am - 5:00pm EST

Local Phone Number: 1-978-934-2467

Toll Free Number: 1-800-480-3190