

**CRIJ 3302 RESEARCH METHODS**  
**(8-Week On-line Version)**  
**Spring II Session, 2022**

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**MAIN TEXTBOOK FOR PURCHASE:**

Frank E. Hagan (2018). *Research Methods in Criminal Justice and Criminology*. 10<sup>th</sup> edition. NY: Pearson. ISBN: 9780134558912

**COURSE DESCRIPTION**

An introduction and overview of the methods used to conduct research in the field of Criminal Justice and social sciences in general.

**COURSE OBJECTIVES:**

As a result of completing this course, the student will be able to:

1. Gaining a basic understanding of research designs in criminal justice and criminology
  - 1-1. Describe key concepts in research methods
  - 1-2. Distinguish the different types of research designs
  - 1-3. Recognize the logical relationship among theory, research, and public policy
2. Learning to apply course material (to improve thinking, problem-solving, and decisions)
  - 2-1. Apply course materials to solve research problems
  - 2-2. Design research to improve criminal justice practices

**LOCKDOWN BROWSER REQUIREMENT**

This course requires the use of LockDown Browser for online exams. Watch this video to get a basic understanding of LockDown Browser: <https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

**Download Instructions**

Download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=384131921>

**Once Installed**

- Start LockDown Browser
- Log into Blackboard Learn

- Navigate to the exam

Note: You won't be able to access tests with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.

### **Guidelines**

When taking an online exam follow these guidelines:

- Select a location where you won't be interrupted
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Turn off all mobile devices, phones, etc. and don't have them within reach
- Clear your area of all external materials - books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

### **Getting Help**

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area

#### **(1) IT Service Center**

- Phone: 325-942-2911
- Toll-free: 1-866-942-2911
- [Submit a Request](#)
- Walk-up: [Mathematics-Computer Science Building](#), 111

#### **(2) Respondus Technical Support: <https://support.respondus.com/hc/en-us>**

- Respondus has a Knowledge Base available from support.respondus.com. Select the "Knowledge Base" link and then select "Respondus LockDown Browser" as the product. If your problem is with a webcam, select "Respondus Monitor" as your product
- If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it.

## **COURSE REQUIREMENTS:**

Student learning outcomes will be assessed using a combination of quizzes, written assignments, and exams.

<b>Chapter Quizzes (43.5%)</b> There will be a total of eleven quizzes, but the quiz that you got the lowest score will be dropped. Students must prepare their personal computers to use the “ <b>Lockdown Browser</b> ” to take a quiz. Each quiz will constitute 10 points. <b>The time limit is 15 minutes.</b> The quiz may include multiple-choice, true/false, and fill-in-the-blank and is <b>available from Monday through Friday at 11:59 pm CST.</b> Students can see their quiz responses only once after each attempt.	<b>100 points</b> (Possible points 10 per quiz)
<b>Article Summary (13.0%)</b> Students are required to summarize two articles assigned by the instructor. Each summary will constitute 15 points. Students are required to summarize them within <b>a full one page in length by highlighting (1) the study purpose, significance of the study, (2) methods, (3) findings, (4) discussion/conclusion, and (5) limitations of the study.</b>  Use 1-inch margin on the top, bottom, left, and right, 12 points Times New Roman, a Single-space, and APA citation style (if needed). With this formatting, there are 46 or 47 lines in a letter-size paper, depending on PC or Mac. Put your name on the first line, and write “Article Summary No.” (e.g., Article Summary #1) on the second line. Start to summarize the assigned article from the fourth line to the bottom line. You must fill at least 42 lines except for the first three lines (a total of 45 lines on a page). There will be a 0.5-point deduction per line shorter than 45 (e.g. 1.5 points will be deducted for an article summary with a total of 42 lines). Up to 10 additional lines are acceptable (maximum: 55 lines per summary).	<b>30 points</b> (Possible points 15 per assignment)
<b>Final Exam (43.5%)</b> During <b>Week 8</b> , the students will be required to take a comprehensive final exam. Students must prepare their personal computers to use the “ <b>Lockdown Browser</b> ” to take the exam. The exam includes multiple-choice, true/false, short-essay, and research design questions. <b>The time limit is 120 minutes.</b>	<b>100 points</b> (Possible points are vary by question)
<b>Total</b>	<b>230 points</b>
<b>[Extra] Self-introduction</b> Introduce yourself and interact with your classmates on blackboard Discussion Board <b>by Friday, March 25<sup>th</sup>.</b>	<b>5 points</b>
<b>[Extra] CITI Initial Training - Social &amp; Behavioral</b> Complete the initial IRB Training (CITI) and submit your certificate (PDF) on Blackboard <b>by Friday, April 1<sup>st</sup>.</b>	<b>10 points</b>

You can find the detailed instruction in the attached file (CITI Training Guideline.pdf)	
	<b>[Extra 6.5%]</b>

### ***Final Grade***

<b><u>Grade</u></b>	<b><u>Cumulative Points</u></b>
A	207 to 230 (equal to 90 -100 %)
B	184 to 206 (equal to 80 -89 %)
C	161 to 183 (equal to 70 -79 %)
D	138 to 160 (equal to 60 -69 %)
F	138 and below (equal to 59 % and below)

### **MAKE-UP EXAMS:**

No make-up exams will be given.

### **Netiquette**

Netiquette Student to Student Etiquette: There are course expectations concerning etiquette on how we should treat each other online. It is very important that we consider the following values during online discussions and when emailing fellow students:

- Respect: Each student's opinion is valued as an opinion. When responding to a person during online discussions, be sure to state an opposing opinion in a diplomatic way. Do not insult the person or their idea. Do not use negative or inappropriate language.
- Confidentiality: When discussing topics, be sure to be discreet in how you discuss children, teachers, and colleagues. Do not use names of people or names of facilities.
- Format: When posting, use proper grammar, spelling, and complete sentences. Avoid using ALL CAPITALS. This signifies that you are yelling. Avoid using shortcuts/text abbreviations such as 'cu l8r' for 'See you later.'
- Relevance: Think before you type. Keep posts relevant to the discussion board topic.
- Student to Instructor Etiquette: In addition to the above values, I expect that each student will submit completed assignments in a timely manner.
- Instructor to Student Etiquette: Students can expect that the instructor will also follow the values listed above by checking and responding to emails and grading assignments in a timely manner.

## **COURSE ORGANIZATION**

### **Module One:** [Chapter 1: Introduction to CJ Research Methods]

In this module, first, you greet and meet your classmates by introducing yourself and interacting with your classmates on the discussion board. Second, upon the completion of Chapter 1, you will be able to identify the role of scientific research in criminal justice, recognize the general steps in the research process, and identify the role of theory in crime and justice research.

Learning Objectives:

- 1.1 Introduce yourself and greet your classmates
- 1.2 Explain the role of scientific research in criminal justice.
- 1.3 Draw the general picture of criminal justice research

Learning Activities:

- Participate Self-Introduction discussion
- Read Chapter 1 and Chapter 1 PowerPoint
- Complete Chapter 1 Quiz

### **Module Two:** [Chapter 2: Ethics in CJ Research]

In this module, you will learn the ethical concerns to conduct a study in criminal justice and criminology, the various codes of research ethics, and the roles of the researchers.

Learning Objectives:

- 2.1 Explain ethical and unethical research.
- 2.2 Describe codes of ethics and ethical dilemmas.
- 2.3 Complete the CITI Initial Training – Social & Behavioral Investigators.

Learning Activities:

- Read Chapter 2 and Chapter 2 PowerPoint
- Read and watch examples of ethically issued studies
  - Stanley Milgram's Obedience to Authority:  
<https://www.youtube.com/watch?v=rdrKCilEhC0> (Links to an external site.)
  - Philip Zimbardo's Simulated Prison Experiment:  
<https://www.youtube.com/watch?v=760lwYmpXbc>
  - 5 Psychology Experiments you Couldn't Do Today:  
<https://www.youtube.com/watch?v=zZ3l1jgmYrY>
- Complete Chapter 2 Quiz
- Submit CITI Training Certificate

### **Module Three:** [Chapter 3 & Chapter 4]

In this module, you will first learn the history of experiments in social science research, causality, internal and external factors that lead to errors in causality, and how and why to

conduct experiments. Second, you will learn the differences between UCR and NIBRS, the various sampling methods, and how to determine the size of a sample.

Learning Objectives:

- 3.1 Summarize the types of experiments.
- 3.2 Explain the pros and cons of experimental designs.
- 3.3 Distinguish the differences between UCR and NIBRS
- 3.4 Describe probability and non-probability sampling and the various types of sampling methods.

Learning Activities:

- Read Chapter 3 & 4
- Read Chapter 3 & 4 PowerPoint
- Complete Chapter 3 & 4 Quizzes

#### **Module Four:** [Chapter 5: Survey Research]

In this module, you will learn the survey research and how to construct survey instruments as well as the advantages and disadvantages of different types of surveys.

Learning Objectives:

- 4.1 Explain how to design, format, and organize a survey questionnaire/
- 4.2 Review and summarize an assigned empirical article to understand Criminal Justice research.

Learning Activities:

- Read Chapter 5
- Read Chapter 5 PowerPoint
- Complete Chapter 5 Quiz
- Submit Article I Summary

#### **Module Five:** [Chapter 6 & 7]

In this module, you will learn the types, general procedures, and pros and cons of interviews, phone surveys, and field research.

Learning Objectives:

- 5.1 Describe the types of interviews and the general procedures in interviews
- 5.2 Identify some problems and benefits of victim surveys compared to UCR and NIBRS
- 5.3 Outline the steps involved in a field research project.
- 5.4 Explain issues of validity and reliability in field research.
- 5.5 Explain ethical dilemmas of field research.

Learning Activities:

- Read Chapter 6 & 7
- Read Chapter 6 & 7 PowerPoint

- Complete Chapter 6 & 7 Quizzes

### **Module Six:** [Chapter 8 & 9]

In this module, you will first learn the unobtrusive measures, secondary analysis, and the uses of official statistics, and then learn the validity, reliability, and triangulated strategies of research.

Learning Objectives:

- 6.1 Explain the major types of unobtrusive/nonreactive methods.
- 6.2 Explain the advantages and disadvantages of unobtrusive/nonreactive data collection methods.
- 6.3 Describe the triangulation method of research.
- 6.4 Explain the concepts and methods of demonstrating reliability and validity and their relationship.

Learning Activities:

- Read Chapter 8 & 9
- Read Chapter 8 & 9 PowerPoint
- Complete Chapter 8 & 9 Quizzes

### **Module Seven:** [Chapter 10: Scaling & Index Construction]

In this module, you will learn how scales and indexes are used in quantitative research and the three major types of attitude scales.

Learning Objectives:

- 7.1 Describe how scales and indexes are used in quantitative measurement.
- 7.2 Describe the Uniform Crime Reports index as an arbitrary scale.
- 7.3 List the three major types of attitude scales.
- 7.4 Review and summarize an assigned empirical article to understand Criminal Justice research

Learning Activities:

- Read Chapter 10
- Read Chapter 10 PowerPoint
- Complete Chapter 10 Quiz
- Submit Article II Summary

### **Module Eight:** [Chapter 11]

In this module, you will learn what policy analysis and evaluation research are and how to conduct the research.

Learning Objectives:

- 8.1 Describe policy analysis and evaluation research.
- 8.2 Explain the systems model of evaluation research.
- 8.3 Outline the steps in evaluation research.

#### 8.4 Design research to resolve the given problems in vignettes

##### Learning Activities:

- Read Chapter 11
- Read Chapter 11 PowerPoint
- Complete Chapter 11 Quiz
- Complete and Submit Final Comprehensive Exam

#### **COURSE SCHEDULE**

<b>Module</b>	<b>Topics Covered</b>	<b>Assignments</b>
1	Course Introduction & Chapter 1	<b>Quiz 1 Self-Introduction</b>
2	Chapter 2: Ethics	<b>Quiz 2 CITI Training</b>
3	Chapter 3: Experiment Chapter 4: UCR & Sampling	<b>Quiz 3 &amp; 4</b>
4	Chapter 5: Survey Questionnaires	<b>Quiz 5 Article Summary I</b>
5	Chapter 6: Interviews & Phone Surveys Chapter 7: Participant Observation & Case studies	<b>Quiz 6 &amp; 7</b>
6	Chapter 8: Unobtrusive Measures, Secondary Analysis & the Uses of Official Statistics Chapter 9: Validity, Reliability, & Triangulated Strategies	<b>Quiz 8 &amp; 9</b>
7	Chapter 10: Scaling and Index Construction	<b>Quiz 10 Article Summary II</b>
8	Chapter 11: Policy Analysis & Evaluation Research	<b>Quiz 11</b>
	<b>A Comprehensive Final Exam</b> (Available from Thursday, May 12 at 12:01 am CST to Friday, May 13 by 11:59 pm CST)	



## **UNIVERSITY POLICIES**

### **Academic Integrity**

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).

### **Accommodations for Disability**

The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Student Life Office at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at [Student.Life@angelo.edu](mailto:Student.Life@angelo.edu) to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

### **Student absence for religious holidays**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

### **Title IX at Angelo State University**

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

**Michelle Boone, J.D.**

*Director of Title IX Compliance/Title IX Coordinator*

Mayer Administration Building, Room 210

325-942-2022

[michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu)

**You may also file a report online 24/7 at [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form).**

If you are wishing to speak to someone about an incident in confidence you may contact the *University Health Clinic and Counseling Center* at 325-942-2173 or the *ASU Crisis Helpline* at 325-486-6345.

For more information about Title IX in general you may visit [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).