

CJ 490 Seminar in Criminal Justice Agencies (3 credit hours)
Spring 1999 January 11- May 6, 1999
Department of Criminal Justice
Chaminade University Honolulu, Hawaii 96816-1578

Instructor: James Fagin, Ph.D.
Time/Day: Tue/Thur 2:00 - 3:20 p.m.
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Biographical Statement:

Dr. Fagin is professor of Criminal Justice and Director of the undergraduate and graduate criminal justice programs and the Masters Public Administration program **at Chaminade University**. He **received** his Ph.D. and M.S. from Southern Illinois University at Carbondale (**SIU-C**), and his B.A. from University of Nevada, Las Vegas. Dr. Fagin has published several articles, a textbook, and presented numerous papers to professional **conferences**. He has worked as a reserve police officer for Kansas City Police Department and polygraph examiner for the Wyandotte County Sheriffs Department.

Course Objectives:

At the end of this course the student should produce a written research paper and oral report which demonstrates that he or she has an integrative knowledge of the criminal justice system. The paper and report should reflect knowledge of content matter, research methods, statistics and grammar appropriate to a graduating senior of criminal justice. The oral report should reflect ability in **organization**, delivery, and self-confidence in public speaking.

Students will **take** a comprehensive multiple-choice examination. This **examination** will be used to assess the effectiveness of the criminal justice curriculum and the knowledge criminal justice majors have acquired over their courses of study. This examination will not be used to determine the student's grade in CJ 490.

Course Description:

Capstone course requiring the integration of knowledge regarding the criminal justice system. Students must complete a written in-depth research project dealing with one of the components of the criminal justice systems and an oral **presentation** to the class which is open to the public. Prerequisites: CJ major, CJ 215 or CJ 315, and senior standing.

O Term paper topic: "What Works: An Assessment of New Criminal Justice Programs"

Textbooks

Lawrence F. Locke, Stephen Silverman & Waneen Wyrick Spirduso (1998), ***Reading and Understanding Research***. Sage Publications, Inc.. 0-7619-0307-0 - paperback.

John W. Creswell (1994). *Research Design: Qualitative & Quantitative Approaches*. Sage 52554 - paperback

The following books are recommended secondary text which provide additional information about the research process or data analysis:

Bourque, L.B. and Fielder, E. P. (1995). How to **conduct self-administered** and mail surveys. Newbury Park, CA: Sage Publications.

Chelimsky, E. and Shadish, W.R. (1997). ***Evaluation for the 21st century***. Newbury Park, CA: Sage Publications.

Chow, S. L. (1996). ***Statistical Significance***. Newbury Park, CA: Sage Publications.

Denzin, N.K. and Lincoln, Y. S. (1994). *Handbook of qualitative research*. Newbury Park, CA: Sage Publications.

Fink, A. and Kosecoff, J. (1985). How to **conduct** surveys. A step-by-step guide. Newbury Park, CA: Sage Publications.

Fowler, F.J. (1995), ***Improving survey questions***. Newbury Park, CA: Sage Publications.

Frey, J. J. and Oishi, S. M. (1995). How to conduct interviews by telephone and in person. Newbury Park, CA: Sage Publications.

Gravetter, G. J. & Wallnua, L.B. (1995), ***Essentials of statistics for the behavioral sciences***. Minneapolis/St. Paul, West Publishing Company.

Girden, E.R. (1996). Evaluating research **articles** from start to **finish**. Newbury Park, CA: Sage Publications.

Hacker, D. , ***The Bedford Handbook for Writers***. Boston: Bedford Books of St. Martin's Press.

Henerson, M.E. Moms, L.L. and Fitz-Gibbon, C.T. (1987). *How to measure attitudes*. Newbury Park, CA: Sage Publications.

Kanji, G.K. (1993). 100 statistical tests. Newbury Park, CA: Sage Publications.

Kvale, S. (1996). *Interviews. An introduction to qualitative research interviewing*. Newbury Park, CA: Sage Publications.

Litwin, M.S. (1995). *How to measure survey reliability and validity*. Newbury Park, CA: Sage Publications.

Mohr, L.B. (1995). *Impact analysis for program evaluation*. Newbury Park, CA: Sage Publications.

- Neuman, W. L. (1994). *Social research methods: Qualitative and quantitative approaches* (2nd ed.) Needham Heights, Massachusetts: Allyn and Bacon. ISBN 0-205-14548-5.
- Rubin, H.J. and Rubin, I. S. (1995). *Qualitative interviewing*. Newbury Park, CA: Sage Publications.
- Rudestam, K.E. and Newton, R.R. (1992). *Surviving your dissertation: A comprehensive guide to content and process*. Newbury Park, CA: Sage Publications.
- Schwandt, T.A. (1997). *Qualitative inquiry: A dictionary of terms*. Newbury Park, CA: Sage Publications.
- Schuman, H. and Presser, S. (1996). *Questions and answers in attitude surveys*. Newbury Park, CA: Sage Publications.
- Stringer, E. T. (1996). *Action research: A handbook for practitioners*. Newbury Park, CA: Sage Publications.
- Wallgren, A., Wallgen, B., et al. (1996). *Graphing statistics and data: Creating better charts*. Newbury Park, CA: Sage Publications.
- Weisberg, H.F. and Krosnick, J.A. (1996). *An introduction to survey research, polling, and data analysis*. Newbury Park, CA: Sage Publications.

Attendance

Attendance is an expected and necessary requirement of this course. It is recognized that there are times when the student will not be able to attend class but absence from class will impact the student's grade. The student's participation in each class session is considered important to the learning process. Missing class is not an excuse for not being prepared for the next class, completing reading assignments or other projects which were assigned during the missed class. Given the nature of this class there are some assignments which cannot be made up as they involve group interaction. A student's grade may be reduced as calculated by test scores due to missed classes or late arrivals/early departures to class.

In general there is not make-up procedure for an assignment. Make-up assignments, if any, will be made on a case-by-case basis depending upon the circumstances. **Alternative** arrangements may be denied if the absence is due to frivolous reasons.

Course Evaluation

Midterm Examination (Research methods) 30

Term Paper 50

Oral Presentation 10

Attendance and timely submission of drafts 10%

A Outstanding performance. Term paper has the following qualities: well stated thesis sentence, well organized, uses headers and subheaders to divide material, clearly distinguishes major and minor points, primary data used for program analysis, appropriate quantitative methodology used competently to analysis data, proper use of modified ASA format for documentation and bibliography, no grammar errors, submitted on time.

Above average performance. Term paper has the following qualities: well stated thesis sentence, well organized, uses headers and subheaders to divide material, distinguishes major and minor points, primary data used for program analysis, appropriate quantitative methodology used to analysis data with no major methodological errors, few errors in the use of the modified ASA format for documentation and bibliography, few grammar errors, submitted on time.

Average performance. Term paper has the following qualities: thesis sentence, organized, uses headers and subheaders to divide material, distinguishes major and minor **points**, primary data used for program analysis, appropriate **quantitative** methodology used to analysis data, some errors in the use of the modified ASA format for documentation and bibliography, some grammar errors, submitted no more than 1 day late.

D Below average performance. Term papers lacks the qualities mentioned above.

F Failure. Student's paper was not submitted, was submitted excessively late, or paper did not reflect a grasp the basic knowledge of content and research methodology.

Outline of Course

Week 1	January 12/14	Locke, pp. 1 - 27 Introduction/ The Research Report Creswell, pp. 193 - 208 Scholarly Writing
Week 2	January 19/21	Locke, pp. 28 - 55 Credibility/ Creswell, pp. 20 - 40 Use of Literature
Week 3	January 26/28	Locke, pp. 56 - 114 How to Select & Read/ Staying Organized: Studying and Recording What You Read
Week 4	February 2/4	Locke, pp. 115 - 192, Types of Research/ Questions to Ask 201 - 219 Example
Week 5	February 9/11	Locke, pp. 221 - 231 Statistics Review
Week 6	February 16/18	SPSS Review/ Introduction
Week 7	February 23/25	APA Format Creswell, Chapters 5, 6 & 7 Developing the topic
Week 8	March 2/4	Creswell, Chapters 3 & 4
Week 9	March 9/11	Creswell, Chapters 8, 9 & 10 Selecting a Methodology
Week 10	March 16/18	March 16 Examination
Bibliography due		Bibliography due March 18 - You must submit a bibliography regardless of the number of references. Failure to submit a bibliography by this date will result in a grade of F for this assignment. No late bibliographies accepted.
March 23/25	Spring Break	
Week 11	March 30/April 1	Creswell, Chapter 3 - Introduction to the Study

Week 12 April 6/8
Section 1 of paper due

Creswell, Chapter 4 The Purpose Statement.
Assignment due: Section 1 of the paper:
Introduction and Statement of Purpose

Week 13 April 13/15

Personal Research & Individual
Appointments as necessary

Week 14 April 20/22
Exit Examination
Papers due!!!

April 20 - **Exit Examination**
ATTENDANCE MANDATORY

April 22 Personal Research/ Writing &
Individual Appointments as **necessary**
Paper due: **April 22 NO LATER** THAN
4:00 PM Significant penalty for late
papers!

Week 15 April 27/29
Presentations

Presentations April 27
ATTENDANCE MANDATORY
Significant penalty for ABSENCE

Review April 29 Attendance mandatory