

CJ 499: Directed Study

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Office: Behavioral Sciences #109

Office Hours: As scheduled; by apt.

Course Prerequisites: CJ major, junior or senior standing and consent of program advisor prior to enrollment.

CATALOG COURSE DESCRIPTION:

Individualized study on a topic arranged through the program advisor.

PROGRAM LINKING STATEMENT:

Advanced individual research on a selected topic.

COURSE DESCRIPTION:

This course consists of writing up and presenting the final results of a graduate research project as developed and approved by the instructor. It involves a final written graduate research project that would be deemed worthy of submission to a professional publication or at a professional conference.

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, the student will have a demonstrable understanding of:

1. Writing an advanced-level paper with specific focus, progressive research collection and analysis, and higher-order critical writing.
2. Correct use of form and style used in preparation of a professional-quality paper.
3. The correct use, interpretation, and analysis of quantitative or qualitative data, depending on the methodology.
4. Hypotheses, testing, and drawing reasonable conclusions from collected data.
5. Data collection methods and proper implementation of selected method for use in the project.
6. Presentation of study results in an effective and efficient manner.

ASSESSMENT:

- **Research Paper.** The student will prepare a contemporary research paper on a selected criminal justice issue. This 25-30 page paper focuses will require original research, including data collection, analyses, and the drawing of conclusions based on posited hypotheses. This paper will be assessed in the following areas: thesis formulation, organization, proper use of APA format, grammar/spelling/structure, analysis of data including the use of charts and figures, content discussion as related to central thesis, and statement of conclusions.
- **Presentation.** The student will present this paper as an invited lecture topic in another course or at a professional meeting, or minimally produce the materials for presentation. This presentation will be assessed in the following areas: presentation of findings and methodology, delivery and presentation style, and use of media/handouts (e.g., PowerPoint).

GRADING SYSTEM:

A standardized grading system will be used:

A = 90-100% (of highest point total received)

B = 80-89%

C = 70-79%

F = 69% and below

POINT DISTRIBUTION & SCORING SYSTEM:

Activity/Assignment	% of Final Grade
Research Paper	80%
Research Paper Presentation (if available)	10%
Participation/Attendance (timely submissions)	10%
	100%

MEETING DATES:

The Instructor and student will meet bi-weekly to apprise progress on the materials and to discuss the subject material. These meetings will be on Thursdays: 1/15, 1/29, 2/12, 2/26, 3/5, 3/19, 4/2, 4/16, 4/30, and 5/7. Time of the meetings to coincide with student-instructor schedules.

STUDENTS WITH DISABILITIES:

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

University Statement on Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

SCIENTIFIC METHOD DEFINITIONS

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method in Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

GENERAL COURSE SCHEDULE**CJ 499**

Week/ Date	General Topic
1	Course Introduction Discussion & Selection of Research Topic
2	Preliminary research on topic and methodologies
3	Methodology & Data Collection
4	Initial Outline, Literature Review Research
5	Data Collection
6	Data Collection, Analyses, Interpretation
7	Data Analysis, Revised Outline (if necessary)
8	Initial Write-Up of Introduction, Methods, and Literature Review
9	Initial Write-Up of Results section
10	Revisions to introduction, methods, and literature review
11	Revisions to results section
12	Initial write-up of conclusions section;
13	Presentation Preparation/Outline
14	Final Revisions to Paper
15	Presentation and Final Draft of paper due