



CJ321: RESEARCH METHODS

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Office Hours:	By appt. (easy, just email to set up)	
Course Prereq:	None. Open to non-majors.	

COURSE/CATALOG DESCRIPTION:

This course will introduce students to the research methodology used to assess practices and policies within the criminal justice system and criminology overall. Students will be equipped with a range of quantitative and qualitative tools available to the criminal justice researcher. Students will also learn the ethical limitations and obligations of the social science researcher.

COURSE DESCRIPTION:

This course will provide an introduction to research methods in Criminal Justice and Criminology. Foundations of research, research design, analysis of findings, and ethical issues in researching criminal justice issues will be addressed. Students will obtain an understanding of how research is conducted and how practitioners can benefit from this knowledge. The assigned textbook for the course is: *Research Methods in Crime and Justice, 2nd Ed.* Brian L. Withrow. Routledge. 2018. (ISBN: 9781138124233). Additional reading materials may also be assigned to supplement the textbook.

COURSE WEBSITE ADDRESS: <https://chaminade.instructure.com/>

HARDWARE EQUIPMENT: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access video and/or materials from some external websites, and files posted within this course in the document sharing section. You should have access to audio equipment (speakers or headphones) so you can hear audio. You should not take this class if you do not have reliable internet access.

SOFTWARE REQUIREMENTS: You will need to have some ability to listen to audio in MP3 format, watch visual material in MP4 format, and be able to read .pdf files. If you encounter issues with your software for any of these during the term, let me know and I can let you know alternatives (e.g., VLC Player). In terms of web browsers, Google Chrome and FireFox are usually the most seamless (e.g., sometimes Safari may be incompatible with some video files).

Technical Assistance For Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

COURSE APPROACH:

Learning in an online environment is definitely different from an in-class one. Most notably, things are 'asynchronous' -- we are not all together and in each other's presence at the same time. This makes things very convenient for students but presents challenges for instructors. This structure does not always allow for the easy flow of information that one expects from a traditional classroom setting. Interactions and exchanges of ideas are less spontaneous and more formalized, and when these things do happen, there are lag times between being recognized/heard and then interacted with/responded to. Study habits and staying 'on track' come out a bit more in an online course. I will give you all of the support and resources I can in order for you to learn and to add to your pedagogical toolbox (learning to learn/critical thinking), though you must read materials and do assignments in a responsible manner in order to succeed in the traditional sense (grades). Online courses require a bit more planning and pacing on the student's part.

ALIGNMENT OF LEARNING OUTCOMES:

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Develop hypotheses that can be tested through a research proposal design project.
2. Apply research methodologies and individual research to design a quality research proposal appropriate to test a selected hypothesis.
3. Identify and critique research methodologies including stages of conducting research and threats to reliability and validity.
4. Identify and assess ethical issues in criminal justice research and potential sources of ethical violations when conducting research.
5. Develop appropriate methodologies in a research proposal to answer a research question sufficiently and ethically.

#	CCJ PROGRAM LEARNING OUTCOMES (PLOs)
1	Describe the interrelated institutions and processes of the criminal justice system, including the basic rights guaranteed to each individual by both state and federal constitutions and laws.
2	Apply theories of crime and criminal justice to explain actual and hypothetical scenarios, behaviors, and trends.
3	Evaluate social, cultural, and technological change and its impact on the criminal justice system.
4	Assess social inequities in crime and criminal justice processes by race, social class, gender, region and age.
5	Articulate a working knowledge of qualitative and quantitative research methods by explaining the various social science methods of inquiry and use these to test specific criminological research questions.
6	Engage the Marianist tradition of education for service, peace, and justice as it pertains to local and national social justice, injustices, and inequities in the criminal justice field.

MARIANIST EDUCATIONAL VALUES

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.

2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace.
5. Educate for adaptation and change.

For this course specifically, the course will tend to emphasize on #4 (educate for service, justice and peace) and #5 (educate for adaptation and change). These values are important considerations when working with research and research populations.

NATIVE HAWAIIAN VALUES

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school.

ALIGNMENT OF LEARNING OUTCOMES

Area/CLO	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Essential Questions	1	2	3	4	5
Marianist/NH Values		2		4	2,4
Program Learning Outcomes	2	2,5	2,5	3,4,5	4,5,6

ASSESSMENT:

- **Reading Homework (5).** For each chapter of the textbook covered in the course (Ch. 1-14), you will be given homework; questions to answer and things to think about/focus on. These will be divided up into 5 sections. The questions will usually be presented in and short answer/essay format, but there may be other format types from time to time. Also included in your reading homework will be notes for you on things to focus on and/or consider; often this will point to things that you will want to pay particular attention to for the exams.
- **Exams (3).** Exams will be based on the three major sections of the textbook (Quiz #1 - Ch. 1-3, Quiz #2 - Ch. 4-8, Quiz #3 - Ch. 9-14). The questions on the exams will have been discussed and pointed out in the reading homework. The questions will be objective format (i.e., only multiple

choice, true/false, completion; not short answer/essay). The exams will be open-book/notes. The exams will also be timed, but very loosely; for example, you may be given a 1-2 hour window to complete an exam that would take 30-60 minutes in a traditional classroom setting. You will already have been clued into the questions beforehand and you will be allowed to have all resources at your disposal (e.g., notes, textbook, slides, assessment of homework questions, etc.). The exams are not administered with 'testing' and 'performance' as the goals; the goal here is to promote learning, thoughtful reading, and some modest preparation. Given the resources at your disposal, the notes on what to focus on, and the timing parameters, you can do well with very little stress.

- **Written Assignments & Other Activities.** Students will be given written, posting, and other participatory assignments. Examples of assignments include, but are not limited to: watching/reading something and responding to questions in paper format or through posting on the postboard, responding to postboard questions, completing surveys or participating in other types of research/learning activities. Some of the written assignments and activities will support the construction of your research proposal, which is due at the end of the term.
- **Research Proposal.** Students will prepare a brief 6-7 page research proposal. This proposal will minimally include sections on: (1) research question, (2) research design, (3) variable selection & measurement, (4) hypothesis, (5) sampling, and (6) ethical/privacy considerations.

GRADING SYSTEM:

The class will be graded based on the following standardized grading system:

A = 90-100%

B = <90-80%

C = <80-70%

D = <70-60%

F = <60%

Activity/Assignment	% of Final Grade
Reading Homework (5)	35%
Exams (3)	15%
Writing Assignments/Activities	30%
Research Proposal	20%
	100%

Based on overall class performance, the instructor will adjust the curve accordingly if anomalies occur.

GRADING SCALE

A - Outstanding scholarship and an unusual degree of intellectual initiative

B - Superior work done in a consistent and intellectual manner

C - Average grade indicating a competent grasp of subject matter

D - Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

F - Failed to grasp the minimum subject matter; no credit given

LOGGING IN & COMMUNICATION:

- **Regular Class Login.** As a policy, if a student misses materials due to not logging in when necessary, this is not excusable. For those with extenuating circumstances, documentation will be required for any level of excusal. "Extenuating circumstances" will be determined on a case-by-case basis, but the standard for this sort of exception is considered as 'circumstances beyond one's control' (e.g., medical illness, family emergency). Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not seen, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.
- **Communication.** Email through Canvas is the best way to reach me with questions about the course. If you would like to talk with me online (webcam) or via phone, I'm happy to do so; for this, it is probably best to email me and then we can set up a day/time. For email, I will answer all emails as soon as I can (usually very quickly if I am on the computer, but always within 24 hours unless I am traveling for work or at a conference). If you have a question about something in the course, do NOT send out group emails to all other students; this is not their burden to share -- send your questions directly to me.

TERMS OF COURSE REQUIREMENTS:

1. Late assignments/projects will be discounted an initial 30% and 10% per day after the due date. All late assignments must be turned in within **1** week, otherwise, loss of **all** credit will occur. Late assignments will unlikely to be accepted if assignments for other students have already been graded and returned.
2. *Exam/Quiz materials are to be completed within the timeframe that they are made available.* Exceptions are to be granted only in extenuating circumstances, otherwise loss of all credit will occur.
3. *Logging into the course regularly is a must, taking into consideration the amount of material covered in the course.*

4. *Students will be expected to read the assigned materials as these materials provide the pedagogical basis for the course. Students will be unlikely to pass, much less perform well, if they do not read the assigned materials.*
5. *I have an open-door approach when it comes to helping students understand the material and do well in the course. DON'T HESITATE to talk to, call, or email me!*
6. Any instances of academic dishonesty will result in an "FD" (failure for dishonesty) grade for the course and will be subject to the policies and procedures for the college. If you are at all unclear about what constitutes academic dishonesty, refer to cataloged materials.
7. *As a policy, opportunities for extra credit WILL NOT be available. All students begin the course with perfect scores and will have every opportunity to maintain this score.*
8. The instructor reserves the right to change the schedule of the syllabus when deemed necessary.

ADA POLICY

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua `Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

TUTORING AND WRITING SERVICES

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua `Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors.

Please check Kōkua `Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via Smarthinking. Smarthinking can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – Smarthinking. For more information, please contact Kōkua `Ike at tutoring@chaminade.edu or 808-739-8305.

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.

TITLE IX COMPLIANCE

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39): Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook:

<https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in a total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Textbook TOC

Part One – Getting Started

Chapter 1 – The Research Practice

Chapter 2 – The Research Process

Chapter 3 – The Ethical Principles that Guide Researchers

Part Two – Learning Research Design Basics

Chapter 4 – Classifying Research

Chapter 5 – Causality

Chapter 6 – Measurement

Chapter 7 – Variables and the Structure of Research

Chapter 8 – Sampling

Part Three – Acquiring and Analyzing Data

Chapter 9 – Experimental Design Research Methods

Chapter 10 – Survey/Interview Research Methods

Chapter 11 – Non-Reactive Research Methods

Chapter 12 – Qualitative Research Methods

Chapter 13 – Evaluation Research Methods

Chapter 14 – Data and Information Analysis