

CJ 315: Behavioral Sciences Statistics

Course Number: CJ 315

Course Title: Behavioral Sciences Statistics

Department Name: Criminology and Criminal Justice

College/School/Division Name: School of Education and Behavioral Sciences

Term: Fall 2024

Course Credits: 3

Class Location: Sullivan Library, Library Hall 201, MWF 11:30am-12:20pm

Instructor: Laura Johnston, Ph.D.

E-Mail: laura.johnston@chaminade.edu

Office Hours: As scheduled; by appointment

University Course Catalog Description

This class provides the student with basic information relating to the design of research, hypothesis generation, data collection and organization, as well as statistical calculation and interpretation using SPSS.

Marianist 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

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 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 (‘Ōlelo 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 (‘Ōlelo No‘eau 203) All knowledge is not taught in the same school

Criminal Justice Program Learning Outcomes

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.

Student Learning Outcomes

At the completion of this course, students will be able to:

1. Explain the difference between populations and samples, and what is associated with each in terms of research issues and statistical techniques (CJ PLO 5)
2. Create and present visual presentations and interpretations of data in graph and table form (PLO 5).
3. Utilize and apply SPSS in data entry, coding of variables, performing statistical functions, and producing output for analysis (CJ PLO 5).
4. Utilize and apply the scientific method to assess relationships between variables and hypothesis testing analysis (CJ PLO 5).

Required Learning Materials Course text: Salkind, Statistics for People Who (Think They) Hate Statistics 7e (Paperback) ISBN-13: 978-1544381855 ISBN-10: 1544381859

Online textbook support (Datasets, Tutorials, Flashcards):
<https://edge.sagepub.com/salkindfrey7e/studentresources>

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
- 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

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 TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment

- 1- Chapter quizzes= 20%
- 2- In-class assignments= 10%
- 3- Group questionnaire and data analysis= 40%
- 4- Final exam= 30%

Group Questionnaire and Data Analysis

The class will be divided into subgroups. Each group will choose a research topic, formulate a hypothesis, and compose a questionnaire. The data collected from the questionnaire will be analyzed by the group using SPSS. Each group will also turn in a results and conclusion report of their findings.

Background and hypothesis: 5 points

Questionnaire: 5 points

Data Analysis: 15 points

Results and Conclusions: 15 points

Total= 40 points

Assessment Review Total:

Chapter Quizzes: 10 quizzes @ 2 points each= 20 points

In-class assignments: 5 @ 2 points each = 10 points

Group questionnaire and data analysis= 40 points

Final Exam= 30 points

Total: 100 points

Grading Scale

Grades are calculated from the student's class participation, quizzes, concept exercises, and the final examination. They are interpreted as follows:

A 90% or better: Outstanding scholarship and an unusual degree of intellectual initiative

B 80% to 89%: Superior work done in a consistent and intellectual manner

C 70% to 79%: Average grade indicating a competent grasp of subject matter

D 60% to 69%: Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

F 59% and below: Failed to grasp the minimum subject matter; no credit given

Late Work Policy

Late work may be submitted for half of the original point credit at any time during the semester.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Writing Policy

All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. Use of APA is required for all papers. If you need writing assistance, please seek help from Student Support Services. All papers are to be word-processed, proofread, and solely the work of the author.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at laura.johnston@chaminade.edu. Online, in-person, and phone conferences can be arranged. Response time will take place up to 24-48 hours.

Disability Access

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 Kōkua 'Ike: Center for Student Learning 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).

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.

Attendance Policy

Students are expected to attend all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade. Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades. Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

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.

Example of Honor Code violations include:

- Giving or receiving information from another student during an examination;
- Using unauthorized sources for answers during an examination;
- Illegally obtained test questions before the test;
- Any and all forms of plagiarism – submit all or part of someone else's work or ideas as your own;
- The destruction and/or confiscation of school and/or personal property. A violation is reported either to the professor involved, who will report it to the Dean of Students, or directly to the Dean of Students. Violations of the Honor Code are serious. They harm other students, your

professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment, and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University. Violations of Academic Integrity include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

1. Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
2. Copying of someone else's exam or paper.
3. Allowing someone to turn in your work as his or her own.
4. Not providing adequate references for cited work.
5. Copying and pasting large quotes or passages without properly citing them.

Plagiarism Checker

Upon submission your assignments will show a plagiarism checker (Turn it in) has been activated. The checker tool is designed to help both the student and the instructor. Once your assignment is submitted you will receive a color coded flag and percentage next to your submission. This indicates how much your assignment is similar to other work out there. If it is above 20%, I suggest revising and resubmitting your assignment prior to the due date. Whatever the last submission is prior to the due date and time is the one that will be graded. If you notice that there are a lot of similarities in the reference section, please disregard. If you are citing correctly in the reference section they should match with other published work. Any instances of plagiarism will be subject to discipline (see above section on academic honesty).

Artificial Intelligence Checker

This course prohibits the use of AI software in completing any assignments, projects, papers, or exams/quizzes. The use of AI software is defined as the use of any computer program or algorithm that utilizes machine learning, natural language processing, or any other form of artificial intelligence to assist in completing coursework. In addition to checking for plagiarism, Turn It In also checks for assignments that are likely written by AI software. It has a 98%

reliability rating. Any assignment that is flagged for high levels of likelihood to be written by AI software is subject to review. The review may include an interview with the student, an investigation of the assignment, and/or documented proof that AI was not used. Violating this policy will result in a penalty as described in the Academic Dishonesty policy noted in the handbook (and listed above in the syllabus).

Credit Hour Policy

This is a 3 credit hour course requiring 135 hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend an estimated 159 hours engaging in course material via class videos, readings, discussions, assignments, and quizzes. Credit hours are listed in the course schedule below.

Course Schedule

Week/Date	Topics and Assignments	Course Credit Hours	SLO/PLO
Week 1 8/19- 8/23	Syllabus Introductions Ch. 1 Intro to Statistics	1 9	0/ 0 1/ 5
Week 2 8/26- 8/30	Ch.2 Central Tendency In-class averages activity Ch. 2 Quiz due 8/31 11:59pm Start group research background	8 1 1 5	1/ 5 4/ 1,2,3
Week 3 9/2- 9/6	Ch. 3 Variability Ch. 3 Quiz due 9/7 11:59pm Background and hypothesis due 9/7 11:59pm	8 1 5	2/ 5
Week 4 9/9-9/13	Ch. 4 Creating Graphs In-class SPSS graphs activity Begin data collection and questionnaire	8 1 4	2/ 5

Week 5 9/16-9/20	Ch. 5 Correlation Coeff Ch. 5 Quiz and Questionnaire draft due 9/21 by 11:59pm	7 1 2	3/ 5
Week 6 9/23-9/27	Ch. 6 Reliability and Validity In-class discussion/activity Begin data collection	8 1 1	
Week 7 9/30-10/4	Ch. 7 Hypotheses In-class practice hypotheses Ch. 7 Quiz due 10/5 11:59pm Complete data collection	8 1 1	4/ 5
Week 8 10/7-10/11	Ch. 8 Probability In-class activity Begin group data analysis	8 1 1	3/ 5
Week 9 10/14-10/18	Ch. 9 Statistical Significance Ch. 9 Quiz due by 10/19 11:59pm	8 1	3/ 5
Week 10 10/21-10/25	Ch. 10 One-sample z Test Ch. 10 Quiz due by 10/26 11:59pm	8 1	3/ 5
Week 11 10/28-11/1	Ch. 11 Independent t-Tests Ch. 11 Quiz due by 11/2 11:59pm Begin writing results section	8 1	3/ 5
Week 12 11/4-11/8	Ch. 12 Dependent t-Tests In-class activity Ch. 12 Quiz due by 11/9 11:59pm	8 1 1	3/ 5

Week 13 11/11-11/15	Ch. 13 ANOVA Begin writing key conclusions	8 1	3/ 5
Week 14 11/18- 11/22	Ch. 14 Factorial ANOVA Ch. 14 Quiz due by 11/23 11:59pm	8 1	3/ 5
Week 15 11/25- 11/29	Ch. 15 Testing Correlation Ch. 15 Quiz due by 11/30 11:59pm	8 1	3, 4/ 5
Week 16 12/2- 12/6	Final Exam Review Group research report due Final Exam 12/6 11:00am- 1:00pm	1 5 2	3/ 5 2,3/ 5 1,2,3/ 5

Note: Course schedule is tentative and subject to change according to course progression at the discretion of the instructor.