

**San José State University  
CASA/Justice Studies  
JS 105, Fall 2009**

<b>Instructor:</b>	Sang Kil, PhD, Assistant Professor, Justice Studies
<b>Office Location:</b>	MH 513
<b>Telephone:</b>	408.924.2943 (call during office hours only)
<b>Email:</b>	sangheakil@gmail.com
<b>Office Hours:</b>	T, Th; 11:50am-12:50pm; 2:50pm-3:50pm
<b>Class Days/Time:</b>	T, Th;10:30-11:45am
<b>Classroom:</b>	Online- CE6 (blackboard)
<b>Prerequisites:</b>	Prerequisites: For JS 105, elementary statistics is the pre-requisite. A community college equivalent or STAT 95, BUS 90, SocSci 15, HS 67.

**Course Description**

This is an undergraduate course designed to engage students to the fundamentals of social science research within a justice framework. Students will learn how to formulate a research question, review the current literature/research on the topic, choose subjects for study, employ measurements, and describe how to collect and analyze data.

**Course Goals and Student Learning Objectives**

Upon successful completion of this course, students will be able to locate, analyze, and apply scholarly publications related to justice studies research. Students will also learn how to analyze various research methodologies, perform content analysis, write reports on cross-tabulations, and work collaboratively with other students in their learning process. Students will present their ideas and research in well-written reports and assignments.

**Required Texts/Readings**

All materials for this course are available at eCampus. It is highly suggested that students have printer access for this class.

Online resources:

**eCampus website:** [www.sjsu.edu/ecampus](http://www.sjsu.edu/ecampus) . Hit “students” and then hit “blackboard login” If you have problem with Blackboard please go to the SJSU Help Desk (924-2377). If the Help Desk can’t solve it, they create a ticket that comes to eCampus and allows us to efficiently provide tech support to students.

Make sure you change the settings so that course announcements will be forwarded to your preferred email address. If you are having trouble, seek the help desk in Clark hall ASAP. You are responsible for all Ce6 activity so check it frequently. **DO NOT EMAIL ME VIA CE6** (even if I send you a message), email me at [sangheakil@gmail.com](mailto:sangheakil@gmail.com).

### **Other equipment / material requirements**

Computer with online (high speed) access (on campus or personal computer), Word/word processing software, powerpoint/presentation software, video viewing software.

### **Classroom Protocol**

Though this is an online class, I will treat it like a Tuesday, Thursday class in that your assignments will be due at the end of each of these days. Please make sure your schedule fits this class design. Thus, the weekly outlines, discussion board assignments, powerpoint lectures, online quizzes, and student projects will be assigned several days prior but all assignments will be due by the end of the day on Tuesdays and Thursdays. Please use “chat” on blackboard to encourage peer learning as well as for office hours.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

### **Assignments and Grading Policy**

Weekly Outlines (WO): **These writings will demonstrate to me that the student has read the assignments from start to finish.** Generally, the student should identify the main points, key terms, and relevant examples. These notes should be in the form of a detailed outline (see below). Assignments must be typed. These are unique WOs, crafted by your own effort. **Assignments are due on blackboard in a Rich Text Format (RTF) or Word format. They must be attached documents. Do not cut and paste the assignment in the submission box.** Clearly indicate the chapter title, book info, due date of the assignment, and your name. I am looking for about 2-2.5 pages, single spacing, 12 font for each chapter. **Late work is not permitted without an official, third-party document (ex. Dr. note) that indicates you were excusably unable to the work at the time the assignment was due.**

### The Outlining Method:

1. The information that is most general begins at the left with each more specific group of facts indented with spaces to the right.
2. The relationships between the different parts are carried out through indenting.
3. You may use dashes, numbers, letters, or Roman numerals to help you keep track of the order of importance of you notations.

Method –Write in points in an organized pattern based on space indentation. Place major points farthest to the left. Indent each more specific point to the right. Levels of importance will be indicated by distance away from the major point. Indention can be as simple as or as complex as labeling the indentations with Roman numerals or decimals. Markings are not necessary as space relationships will indicate the major/minor points.

Example –

Name
Date due
Chapter 1- Science, Society, and Social Research Investigating the Social World by Russell K Schutt
-McPherson et al (2006) studied social ties among Americans in 2004 (“social isolation in America”) . This study is helpful in understanding social ties
1-Learning about the Social World
-asked reader questions
-then asked to compare my answers with questions 2-6 with social science research.
-Ex. My answer was 3 and the American avg was 2.08 close friends
-the comparison prompts more questions about our complex social world
-we begin to “think like a social scientist” the more we question
2-Avoiding Errors in Reasoning about the Social World

Discussion Board (DB): These assignments are designed to help the student collaborate with other students by means of discussion in developing a more thorough examination of research method concepts. Students are asked, at minimum, to post original contributions based on outside research and then post responses to other students’ posts. Students will be graded on the best of their postings if they exceed the minimum posts. Students should apply concepts from the course to their response posts in order to make them critical and meaningful.

Powerpoint Lecture: Students will review research concepts by reading and taking additional notes on the powerpoint presentation of each chapter available on CE6/blackboard. The notes from powerpoint to help you on your quiz. **Please cut and paste your powerpoint notes on the assignment and submit via blackboard.**

Online Quizzes: These are timed exams and correspond with the materials assigned for that day. Students will get about 1 minute per question. Students need to review their WOs as well as review their notes on the powerpoint lectures before they take the chapter quiz. Quizzes are mostly multiple-choice questions, some true and false, and some matching. You may use your outline and power point notes during the exam but please remember you only have one minute per question so be familiar with your materials prior to the quiz.

Student Projects (SP): These projects are designed to help the student more fully understand the “nuts and bolts” of doing social science research. Please read the instructions on blackboard very carefully in order to understand the projects relevance to the course as well as how to properly and successful complete the project.

Grading: Assignments will be graded as described below:

A-/A/A+(90-92/93-96/97-100)[excellent]: The paper (or project) contains no grammatical, spelling, or typographical errors. It is outstanding in clarity, style, and organization. The depth and accuracy of the information covered are appropriate for the assignment. The style and format of the paper are appropriate for the assignment. Paper demonstrates sharp analytical ability.

B-/B/B+ (80-82/83-86/87-89)[very good]: The paper (or project) contains a few minor grammatical, typographical and spelling errors. For the most part, it is clearly written and logically organized. The topic is covered in reasonable depth and the information presented is accurate. The style and format of the paper are appropriate for the assignment. Paper demonstrates good analytical ability.

C-/C/C+(70-72/73-76/77-79)[acceptable, ok]: The paper (or project) contains grammatical, typographical, or spelling errors. It could be more clearly written and logically organized. For the most part, the depth of coverage of the topic is thin and the information’s accuracy is questionable. The style and format of the paper need improvement. Paper demonstrates ordinary analytical ability.

D-/D/D+(60-62/63-66/67-69)[below average/unacceptable]: One of these grades will be received for ANY of the following reasons, with the specific grade assigned depending on the severity of the problems. The paper contains significant or serious grammatical, typographical, or spelling errors. It is not clearly written or logically organized. The train of thought is difficult to follow. The depth of coverage of the topic is not adequate. The information presented is inaccurate. The style and/or format of the paper are not appropriate to the assignment. Project shows dull analytical ability.

F(59 or less)[unacceptable]: A paper (or project) will receive an F if two or more of the following conditions are satisfied: The paper contains significant or serious grammatical, typographical, or spelling errors; it is not clearly written or logically organized; the train of thought is difficult to follow; the depth of coverage of the topic is not adequate; the information presented is inaccurate; the style and/or format of the paper are not appropriate to the assignment. The paper will also receive an F if some or all parts of the paper have been plagiarized, as defined later in this greensheet/syllabus.

Honor code:

The student is expected not to cheat and to be honest in her/his learning process. Do the work yourself.

Assignment Weight:

Assignment:	% of Grade
Daily outlines (do)	25
Online quizzes (oq)	25
Discussion board (db)	25
Student projects (sp)	25
Powerpoint Lecture (PL) [required but not graded]	0
Total	100

## Course Schedule

Please refer to the calendar available under “course tools” where you will be able to hyperlink to all your class materials, assessments, and assignments within blackboard.

## University Policies

### Academic integrity

Students should know that the University’s [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial affairs/Academic Integrity Policy S07-2.pdf](http://www.sa.sjsu.edu/download/judicial%20affairs/Academic%20Integrity%20Policy%20S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial affairs/index.html](http://www.sa.sjsu.edu/judicial%20affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any

material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

### **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are

navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. [Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/).

## Course Number / Title, Semester, Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

**Table 1 Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
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16		

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
Final Exam		Venue and Time