

**San José State University**  
**Spring 2016**  
**Justice Studies 114-02 (JS Area B Required Course)**  
**Research Methods**  
**Dr. Chris Hebert**  
**Tuesdays and Thursdays from 10:30 to 11:45 in SH 345**

Instructor: Dr. Hebert  
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**The plural of anecdote is not evidence.**

(Anon.)

**Prerequisite:** Having taken and passed JS 100W with a C or better is required for JS 114. This requirement will be strictly enforced and students will be required to provide proof of having met the prerequisite on January 28<sup>th</sup>. Students who have not fulfilled the prerequisite will be disenrolled from the course. Absence from class on January 28<sup>th</sup> will be presumption of failing to fulfill the prerequisite. Students with a legitimate cause for absence and who provides proof of fulfilling the prerequisite will be allowed to re-enroll in the course, space, budget, and policy permitting.

**Catalog Description:** Introduction to quantitative research methods used in Justice Studies. Includes relationship of theory to empirical evidence; logic underlying methods of inquiry; ethics in conducting empirical research; and methodological design, operationalization, and data analysis.

**Note:** Justice Studies 114 is a required course for the Justice Studies major. As with all JS courses, to be accepted for credit towards a degree a grade of "C" or better is required. In addition, because JS 114 is a required course failure to obtain a grade of "C" or better after two attempts will result in disqualification from the degree program.

If you are taking JS 114 for the second time, plan on meeting with me early and often to track your progress in the course.

**Section Specific Description and Student Learning Objectives:** My learning objectives are modest: to train students to observe, interpret, and interact with the world through the lens of a research scientist. The second is for students to develop an appreciation for satirical understatement. These will be achieved through the Justice Studies learning objectives for JS 114:

1. Demonstrate a detailed understanding of the quantitative research methods commonly utilized to conduct empirical research in the areas of social and criminal justice.
2. Write a research paper in the area of social or criminal justice that applies proper research methodology.

3. Understand core concepts and competencies in criminological and justice research including ethical research, empiricism, problem identification, hypothesis formation and testing, sampling, observation, measurement, data analysis, causality, and report writing.

## Office Hours

**General Statement on Office Hours:** My practice of meeting with students is best described as an “open door or knock or spotted walking around” policy. Outside of office hours, I’m happy to talk with you 19 out of 20 times. All I ask is that if I tell you that I can’t talk right then, please respect my wishes.

### **Mondays 9:45 – 3:00**

I feel no compulsion to chain myself, literally, to my desk for more than five hours. By themselves, corporeal demands make such a task unnecessarily distressing. In addition, getting out of a windowless office for a few minutes a hours a good psychiatric practice. If I anticipate being away from my office for more than a few minutes, I will leave a note with an ETR on the door.

### **Tuesdays 9:30 – 10:00 11:45 – 12:30 2:00 – 3:00**

### **Thursdays 11:45 – 12:30**

**3:00 – 4:15:** Priority to, but not exclusivity to JS 220 students.

**7:15 – 7:45:** The listed hours are “placeholders.” In practice, I’ll meet with any and all students after my night class. Conversely, if I don’t see a student near my office, I may well split before the official end of office hours.

If the question is class related (but not personally related as in missing a scheduled quiz or assignment) please bring it up class. If you don’t understand something, chances are other students, students shyer than you, don’t understand it either and they will (quietly, as they are shy) appreciate your asking what they could not vocalize.

**JS 114 Stats / Methods Special.** I understand that this course can seem difficult and can’t deny that it can be stressful with the department’s two strikes and your out policy. I have no objection, save for my standard caveat above, to going over material outside of my regular office hours. All of our lives will be happier that if you plan on seeking assistance from me you let me know sufficiently ahead of time so that if it turns out, as it likely will, that several students are having difficulty with that material, in order to at least try to meet in a small group. However, at the same time I expect that there had been an honest effort on your part to keep up with and comprehend the material. An inescapable feature of stats or methods courses is that the material explicitly builds upon itself as the semester unspools. My demeanor will be noticeably chilly if, for

example, that in a meeting during the first week of April it becomes obvious that you haven't understood a thing since the middle of February.

### Required Readings:

- 1) **Statistics for Criminology and Criminal Justice 2nd ed.** 2016 Jacinta M. Gau  
Sage Publications
- 3) **A Guide to Writing Sociology Papers 7<sup>th</sup> ed.** 2013 The Sociology Writing Group  
Worth Publications.
- 3) Other material referenced as required. All will be costless electronic distributions.

### Required Software:

- 1) SPSS (Statistical Package for the Social Sciences): Available at 102 Clark (turn right at main entrance, turn left when the glass wall ends. Called the Student Academic Computer Center or something like that.) Bring a flash drive and this really expensive program is yours for free.

### Required Datasets:

Datasets for the exercises are referenced in *Statistics for Criminology and Criminal Justice*, others, if assigned, will be distributed or referenced through CANVAS.

**Course Requirements:** The course grade is determined by exercises (42%), exams (35%), and a research paper (24%). There are several interesting features of the exercises and exams, detailed below in the appropriate sections.

**Chapter Exercises:** There are 14 chapters in the primary text and thus, unsurprisingly, there are 14 chapter exercises. The exercises consist of designated questions found at the end of each chapter. An interesting twist for the exercises is that students will grade each others papers. Of the 3% for each exercise, .5% is for grading, 2.5% for answers. The lowest two scores (answer component) will be automatically excluded from the course grade calculation. The exercises shall be turned in on the provided forms and all instructions followed. To preserve student confidentiality only Synthetic ID Numbers (SynID) shall be used for identifying who answered and who graded the exercise. Instructions for creating SynID's are below.

For reasons that will become clear, most of the grading that I do of the exercises will consist of grading the graders. For the grading part of each exercise, I expect perfection. Seriously. You will be provided with the answers leaving adding up the number correct as the only calculation. The grade for grading reflects this expectation of perfection: all or nothing.

Unless otherwise indicated, you need not show your work. However, it is often in your interest to show your work in the case of transcription errors or a mistake in the component of a formula, which will then spread itself downstream like an oil slick fouling your answers. If you find a mistake in the grading of your paper or have an appeal for points on the basis of shown work, bring it to my attention as soon as possible. I may give full, partial, or no credit for work correctly done, but for one reason or another, not correctly written down. Receiving credit for the wrong answer but the right process is not automatic; answers have consequences beyond the process that created it.

Exercises are due, in class, no later than 10:35, on the dates indicated. If you are late to class, turn the exercise in on arrival and I'll entertain your excuse in office hours following class. If you can't meet after class because of a class at 12:00, tough shit, don't be late to my class. Exercises are to be submitted only on copies of answer blanks provided through CANVAS or e-mail.

**Mid-Term Exams:** One, up to 5X7 notecard (both sides), can be brought to the exam, along with a handheld calculator. Using a computer, smartphone or tablet, is prohibited. I expect and give students two opportunities to earn a score of 80% or greater on the two mid-term exams. Students who fail to achieve a score of 80% on their initial attempt are required to take a similar exam a few days later. The higher of the two scores will be recorded. Failure to retake the exam results in a score of 50% or the original score, whichever is less, for the mid-term. Students who score 80% or greater on a mid-term may not retake the exam. Students scoring 80% or greater who desire to increase their score on the exam may do so by becoming an "exam buddy" (EB) with a student who is retaking the exam. A student may only be an EB of one retaker per exam and a retaker may have only one EB. Both the retaker and the EB must acknowledge, in writing, the relationship and that the EB agrees to the following:

- a) If the retakers score is higher than that of the EB's, the EB shall receive a score equal to that of the retakers.
- b) If the retakers score is equal to or greater than 80% but less than the EB's score, the EB's score shall remain unchanged.
- c) If the retakers score is less than 80%, the EB's score shall be reduced by 5% or to 80%, whichever is higher.

Nothing like a little skin in the game to focus attention.

**Research Paper:** The research paper contributes three scores towards the course grade; 5% for the Literature Review, 5% for Methods, and 14% for the final paper, including the presumably rewritten literature review and methods section, for a grand total of 24% of the course grade. Use *A Guide to Writing Sociology Papers* as your guide / template. Further instructions and requirements to follow.

**Final Exam:** Three, up to 5X7 notecards (both sides,) can be brought to the exam, along with a handheld calculator. Using a computer, smartphone or tablet, is prohibited. Contributes 13% to the course grade.

### Weighting of Course Material:

Chapter Exercises	
Answers	12 X 2.5% = 30%
Grading	14 X 0.5% = 7%
Mid-Term Exams	2 X 13% = 26%
Final Exam	1 X 13% = 13%
Paper	5% + 5% + 14% = 24%
Total	= 100%

### Grading Policy and Correspondence:

A curve is usually applied to exams. When returned, there will be an indication of points / points possible and the percentage. If a curve is applied, you will have to make the calculation yourself, to determine your grade, but rest assured the curved score has been recorded in the gradebook. If a curve is applied, approximately 20 to 25 percent of the class will receive an A- or better on that exam. All assessment materials are graded on a percentage basis, and correspond to the following letter grades.

#### Percent to Letter Grade Correspondence

Minimum Percent to Letter Grade Correspondence											
A+	96%	A	93%	A-	90%	B+	86%	B	83%	B-	80%
C+	76%	C	73%	C-	70%	D+	66%	D	63%	D-	60%
F	Less Than 60%										

#### Synthetic ID Calculation

To create the synthetic ID number, multiply the first five digits of your SJSU student ID number by the last four digits of your SJSU student ID number. The last four digits of the product is the synthetic ID number.

EXAMPLE: SJSU ID number is 004199408  
 First five digits are: 00419  
 Last four digits are: 9408  
 Multiply = 3941952  
 The last four digits, 1952, is the Posting ID number.

**Late Test and Assignment Policy:** No to full credit depending on circumstance. The possible combinations of circumstance are damn near infinite and thus an attempt to assign specific penalty weights a truly Herculean task. Instead, the following are the factors I consider, along with examples of good, OK, and bad excuses.

Dimension	Good	OK	Bad
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Notification:	Notification delivered in class at least one class meeting prior to absence	Note in mailbox / e-mail day of exam.	Five weeks after assignment due date.
Reason:	Work-related travel. Getting married, personal illness, serious illness of a close relative, death of a close relative.	Too much coursework/job stress. Relationship troubles, ceremonial participation.	Hung over, forgot, getting married more than once, weekly participation in ceremonies of death or other.
What Missed:		Quizzes and Mid-Term Exam.	Assignment, Crime Portfolio, Final Exam.
Documentation:	Newspaper, Dr./Clinic appointment, receipt for automotive repair, court summons	Note from Mom.	Insultingly bad forgery.
Made up by:	Next Class Meeting or Prior to Due Date.	Two Class Meetings	Final Exam Week.
Attendance:	I can match name to face.	Pretty sure that you are, or were, in one of my classes.	Couldn't pick you out of a lineup for \$100,000.

It is your responsibility to notify me of your need to take a make-up exam or quiz and to arrange a time that accommodates my schedule. Except under extraordinary circumstances, if an exam has not been taken within two weeks or a quiz within one week, of its administration to the class, you will forfeit that quiz/exam and receive a zero.

### Communication / Interaction:

I'm usually available outside of my office hours, though with an extremely heavy workload this semester, I won't be as available as much as I prefer. If you need to talk and see me in the hallway or outside the buildings, or in my office, just walk up and say hi. If my office door is closed, go ahead and knock. 95%+ of the time I'll be more than happy to talk to you about just about anything. Once in a great while, I'll be too tired, cranky, distracted, or busy to chat, and I'll just tell you that straight-out.

If the conversation is institution-related (course advising, graduation requirements, etc.) I'll be able to help you much more efficiently if you take the time to do a little prep work. If you need course advising, I need to know what courses you have taken, where taken, if you are a transfer student, and the grades you received. If you get an incomprehensible bureaucratese letter, bring it and any documents that relate to the letter.

My general rule on servicing students is first-come, first-served. Having notified me of intent to stop by and being a current rather than a former student are used as tie breakers. That said, I will sometimes engage in a form of triage, serving students who arrive later before others who have been waiting in line. A common example is a student coming by to pick up a paper who arrived after a student seeking an academic advising session.

**e-mail:** If you have a course-procedural or course-content question, it should be brought up in the class as it's a good bet that other students have the same or similar questions. If further clarification is needed, then see me outside of class. Matters that are to remain confidential should be communicated in-person. As students are expected to, though are not required to, attend scheduled class meetings (University Policy F69-24: <http://www.sjsu.edu/senate/f69-24.htm>) I will not, except in the most unusual of circumstances accept e-mailed assignments for grading. An e-mailed

assignment, in conjunction with appropriate documentation / explanation, will be used as proof of timely completion of the material, but only printed material will be accepted for grading.

Now, if you find something that you think I'd find interesting or amusing, by all means, send me an-email. Or if you would like my judgment on whether a particular website has solid information or not, feel free to e-mail me.

**Phone:** Good for contacting me on Tuesday or Thursday. I'm much more likely to answer if I'm not teaching a class at the time. If you leave a message, it's best to follow it with an e-mail.

**Recording and Distribution of Course Material:** The following is reproduced from SJSU Policy S12-7.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

- It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

So, talk to me if you need to make a recording in class. Just as a reminder "Audio recording without consent in private settings is prohibited by California Penal code 630-635 (SJSU Policy S12-7).

## Mandatory Statements

**Academic Integrity:** In the long run academic dishonesty hurts only you. Academic dishonesty can also cause pain in the short run, see Academic Senate Policy S07-2: <http://www.sjsu.edu/senate/S07-2.htm>. Other publications concerning student rights and responsibilities can be found at: [http://sa.sjsu.edu/judicial\\_affairs/index.html](http://sa.sjsu.edu/judicial_affairs/index.html).

**Accessibility:** "If you need course adaptations or accommodations because of a disability, or if you need 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 register with the Accessible Education Center (AEC) to establish a record of their disability (from Academic Senate Policy F06-2)."

**Common-Sense:** "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course

related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**Religious Accommodation:** [Included under protest as appears to be a violation of the 14<sup>th</sup> (Equal Protection) Clause.]

“San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.”

Note: I will continue to use my long-standing and far more liberal notification requirement specified above.

### **Miscellaneous Items and Some Repeating:**

Material will usually be distributed via Canvas. Be sure that MySJSU has your current e-mail address.

In brief, you are responsible for yourself. If you miss an exam or quiz, you must contact me in order to arrange a time to make it up. If you are absent or arrive late on a day when I am returning assignments, you will have to come by my office to pick it up. If you didn't receive an assignment that means you were either absent or late when I distributed the assignment. Check with your classmates or ask me at the beginning of class if an assignment had been distributed the previous class meeting.

Attendance is strongly encouraged, as some of the material on the exams will be presented only in class. Turn off your cellphones, smartphones, dumbphones, PDAs, PMDs, beepers, and heart monitors. Just kidding about the last one.

As a courtesy to your classmates, do not munch during class. Liquids are OK, as long as you dispose of the container properly. In fact, treat the classroom as if it were a wilderness area: Pack in, pack out. Assignments are returned in class when I have finished grading and recording them. I only bring each set of papers to class once, so if you are late or miss the day that I hand them back, it's your responsibility to come to my office and pick them up. Quizzes and exams are not returned, though you are welcome to review yours in my office.

If a substantial change in due dates or assignments is required, I will distribute an updated greensheet via Canvas or e-mail and announce the new version number in the following class. A quiz may be postponed for one meeting without creating a new schedule.

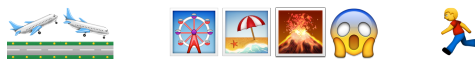

To get started on the semester: It's in the greensheet.

**This greensheet, like all greensheets is subject to revision.**

# Justice Studies 114

## Spring 2016

### Schedule

Date	Activities	Readings
Jan 28	Greetings!	The Greensheet for sure.
Feb 2	I'll think	of something
Feb 4		Chp. 1 <i>Introduction to the Use of Statistics in Criminal Justice and Criminology</i> Chp. 2 <i>Types of Variables and Levels of Measurement</i>
Feb 9	Chp. 1+2 Problems Due	Chp. 3 <i>Organizing, Displaying, and Presenting Data</i>
Feb 11	Chp. 3 Problems Due	Chp. 4 <i>Measures of Central Tendency</i>
Feb 16	Chp. 4 Problems Due	Chp. 5 <i>Measures of Dispersion</i>
Feb 18	Chp. 5 Problems Due	Chp. 5 <i>Measures of Dispersion (continued)</i>
Feb 23	<b>Mid-Term #1 (80% or better is required)</b>	
Feb 25		Chp. 6 <i>Probability</i>
March 1		Chp. 6 <i>Probability (continued)</i>
March 3	Chp. 6 Problems Due <b>Mid-Term #1 Re-Try</b>	
March 8	Chp. 7 Problems Due	Chp. 7 <i>Population, Sample, and Sampling Distributions</i>
March 10		Chp. 8 <i>Point Estimates and Confidence Intervals</i>
March 15	Chp. 8 Problems Due	Chp. 8 <i>Point Estimates and Confidence Intervals (continued)</i>
March 17	<b>Mid-Term #2 (80% or better is required)</b>	
March 22		Chp. 9 <i>Hypothesis Testing: A Conceptual Introduction</i> Chp. 10 <i>Hypothesis Testing With Two Categorical Variables: Chi-Square</i>
March 24	<b>Mid-Term #2 Re-Try</b>	
March 28	<b>Spring Break:</b> Try <u>not</u> to forget everything learned in the course.	 
April 5		Chp. 10 <i>Hypothesis Testing With Two Categorical Variables: Chi-Square (continued)</i>
April 7	The Concept of "Control" Illustrated Using Chi-Square with Three Categorical Variables Chp. 9 + 10 Problems Due	Chp. 10 <i>Chi-Square (continued)</i>

<b>Date</b>	<b>Activities</b>	<b>Readings</b>
April 12		Chp. 11 <i>Hypothesis Testing With Two Population Means or Proportions</i>
April 14	Chp. 11 Problems Due	Chp. 11 <i>Hypothesis Testing With Two Population Means or Proportions (continued)</i>
April 19		Chp. 12 <i>Hypothesis Testing With Three or More Population Means: Analysis of Variance</i>
April 21	Chp. 12 Problems Due	Chp. 12 <i>Hypothesis Testing With Three or More Population Means: Analysis of Variance (continued)</i>
April 26		Chp. 13 <i>Hypothesis Testing With Two Continuous Variables: Correlation</i>
April 28	Chp. 13 Problems Due	Chp. 13 <i>Hypothesis Testing With Two Continuous Variables: Correlation (continued)</i>
May 3		Chp. 14 <i>Introduction to Regression Analysis</i>
May 5	Chp. 14 Problems Due	Chp. 14 <i>Introduction to Regression Analysis (continued)</i>
May 10	Review	
May 12	Review	
May 18 (Wednesday)	<i>Final Exam 9:45 - 12:00</i>	

Literature Review accepted on these dates.

Methods accepted on these dates.

Paper is due on these dates.