

San José State University
Justice Studies
JS 266, Applied Research Methods and Statistics, Online, Fall, 2017

Course and Contact Information

Instructor:	(Dr. Claudio G. Vera Sanchez)
Office Location:	(MH 509)
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Office Hours:	(All day, every day, I am your humble servant. No seriously, my office hours are on Monday and Wednesday from 2:00pm-4:00pm , or by appointment)
Class Days/Time:	(Online)
Classroom:	(Canvas)

Course Format: Online

Course Description (Required)

This course introduces research concepts, methodology, design, qualitative and quantitative data analysis, interpretation, and SPSS use for understanding crime and evaluating criminal justice issues, policies, and agency practices.

Course Goals and Learning Objectives: (Optional)

After completing this course, the student should be able to:

- Complete a research project that will result in a 25-page scholarly paper
- Research and evaluate the impact and effectiveness of a law, a criminal justice program, or criminal justice policy, or criminal justice topic
- Effectively defend their position using research-based information
- Use a variety of professional resources to compose a satisfactory literature review
- Discuss and critically analyze scholarly research
- Analyze, evaluate, and interpret alternative positions of thought regarding the issues, problem areas, and policies
- Interpret statistical output from SPSS

- Become prepared to present and respond to questions regarding one's research in a scholarly manner
- Develop formal writing and verbal skills

Classroom Organization and Protocol:

Classroom Structure

This course is a senior seminar. In a seminar, students meet regularly (online) to report and discuss an area of research under the guidance of a professor. The professor's role in this course is to guide your conversations, steer your thinking in intellectually sound directions, and to evaluate your work. The professor will not carry the conversation. Instead, the role of a seminar is to make students expert in an area of study. As a scholar, you should approach this course with the mentality that the group has the burden of educating itself. Since participation is a key element in this class, I would advise not taking this course if you anticipate being unable to contribute significantly to online discussions.

Students will be assigned to lead the discussion for the week (discussion leader). These students are to conduct additional research on any topic related to the research methodology/design of the week (e.g., content analysis, ethnography, program evaluation, semi-structured interviews) and present it to the class in a short and organized manner. For example, a student may read an article, book chapter, or official report, and discuss its relevance to the methodology that we are addressing during that particular week. In addition, students are expected to create a set of discussion questions that underscore critical themes or issues associated with the assigned readings (5 questions will suffice) and are intended to facilitate the discussion for the week (focusing again primarily on methodology).

Students assigned to lead the discussion for the week must discuss with the class: (1) the thesis of the assigned reading, (2) the methodology that was used, (3) locate any other peer-reviewed articles that use those same methodologies (e.g., content analysis, semi-structured interviews, program evaluation, ethnography, etc.), and (4) present 5 discussion questions related ONLY to the methodology of the week. The additional research that you present to the class must be directly related to the methodology for the week. It is not enough to read an article about youth and policing, and present an article about youth and policing. You must describe the research methodology (how the authors conducted the study), make a strong connection to the methodology of that week, and facilitate your peers' understanding of the methods used by that week.

Required Texts/Readings (Required)

Textbook

Silverman, David (2004). *Doing qualitative research* (2nd edition). Sage Publications. ISBN: 9781412901970
Insert your complete textbook citation here. Include ISBN and information about where students can buy or access the text.

Other Readings

Articles will also be posted on Canvas or sent via email. It is the student's responsibility to keep up with the online readings.

Final Examination or Evaluation:

Your final evaluation will consist of a presentation of your research project.

Final Presentation. You will present your senior thesis, for 15 to 20 minutes, to the class (via Youtube). The format is Powerpoint. Also, please disable comments on Youtube. The discussion will occur via our online platform.

Feedback for Final Presentations. You are required to respond, ask questions, and offer feedback for the final presentations (posted on Youtube).

Uploading a Powerpoint video on Youtube:

<https://business.uc.edu/content/dam/business/Technology/E-Learning/Ppt%20to%20YouTube.pdf>

Grading Information:

Assignments and Grading Policy

The course requirements consist of four weekly critiques, an applied research project (25 pages), class participation, being a discussion leader, and a final presentation of your paper. You must also meet with me twice during the semester, for 15 to 30 minutes (via phone), to discuss your applied research project. The grades will be calculated as follows:

My grading scale is:

	91 – 100	A	90	A-	
88 – 89	B+	81 – 87	B	80	B-
78 – 79	C+	71 – 77	C	70	C-
68 – 69	D+	61 – 67	D	60	D-
59 and below	F				

Your grade is composed of:

Weekly Critiques (5 pt. each)	20 points
Participation	15 points
Discussion Leader	5 points
Applied Research Project	50 points
Powerpoint presentation	10 points
Total Points	100

Weekly Critiques: 1 page, single-spaced, 12-point Times New Roman font, combining the assigned readings for the week. You may not exceed the page limit. You may not incorporate quotations, under any circumstance, anywhere in the weekly critiques. These weekly critiques are not designed to summarize the articles, but instead should reflect critical responses/critiques of the readings. The following provides a structure that should be followed where applicable: (1) the thesis of the assigned reading, (2) the methodology used in the articles, (3) the main findings, and (4) two policy implications. **You will be required to submit four critiques, as follows: (1) Content Analysis, (2) Ethnography, (3) Program Evaluation, and (4) Semi-Structured Interviews. The weekly critiques are due by Thursday (11:59pm) each week and will not be accepted late. Their grade will be zero.**

Applied Research Project. The Applied Research Project will be written in stages (more detail will be provided in class):

1. Introduction, Literature Review, and Methodology (Proposal). This proposal will clearly outline the importance of the topic, relevant literature, and a sophisticated methodology. You must incorporate at least 15 peer-reviewed journals in stage 1 (20 points).
2. Data Analysis and Results. Students will analyze their data and present their results in a method consistent with APA (American Psychological Association) guidelines. You must incorporate at least 7 peer-reviewed journals at stage 2 (15 points).
3. Conclusion and Policy Implications. Students will present their conclusions and well developed policy implications. You must incorporate at least 7 peer-reviewed journals at stage 3 (15 points).

The Applied Research Project will offer the opportunity to explore/study any area of criminology of interest to you. The research paper length requirement is 25 pages, double-spaced, 12-point Times New Roman font, one inch margins. You must cite only peer-reviewed articles (29 minimum). **Each of the above stages are due on Thursday of the assigned week and will not be accepted by late. Their grade will be zero. The finalized version of your completed Applied Research Project will be posted to the entire class. IMPORTANT: FOR ANY MISSING PEER-REVIEWED ARTICLE DURING ANY OF THE AFOREMENTIONED STAGES, A GRADE DEDUCTION WILL BE APPLIED. FOR EXAMPLE, IF YOU ONLY INCORPORATE 10 OF THE 15 REQUIRED ARTICLES FOR SECTION 1 OF THE THESIS, A 33% GRADE DEDUCTION WILL BE AUTOMATICALLY APPLIED TO YOUR RESEARCH PAPER. PLEASE INCORPORATE ALL PEER-REVIEWED ARTICLES (ANY OTHER SOURCES DO NOT COUNT).**

All research Applied Research Project sections must be submitted by the due date to turnitin.com. Also, in order to receive a passing grade, all assignments without exception must be completed (if they are late, they simply will not receive credit). You cannot write a good thesis without having completed the four weekly critiques and you certainly cannot submit half of a thesis.

You must go to the turnitin.com website, create an account, and insert the information below. The class ID and password are as follows:

**Class ID:
Password:**

Group Leader Presentations. The Group Leader Presentations are described in Classroom Organization and Protocol.

Participation. Participation includes but is not limited to: (1) contributing to group discussions, (2) participating in class activities, (3) working together in groups, and (4) providing feedback for each other's research projects.

Class Exercises/Activities. As part of your participation grade, you will also complete various class exercises and activities during the course. The objective of the exercises is to practice the concepts needed to write your research projects. Some of these class activities/exercises will be submitted, others will be shared in online discussions, and yet others will be for your personal enrichment. Please note that participation consists of 15% of your grade, and that a final grade may be lowered by more than an entire letter grade (at least from a B to C, C to D, etc.) due to lack of participation.

Classroom Protocol

Empirical Arguments (Discussion Board) Etiquette. Students should always be respectful of other students. I will not tolerate insensitive, rude, or abrasive comments. Do not be the student who suddenly has an abundance of attitude when lurking behind the relative anonymity of the online class. I will also not tolerate sexist, racist, homophobic, or any type of remarks that hinder instead of promote class discussion. Please remember that you are a community of professionals, and henceforth you are expected to interact with professionalism, courtesy, dignity, and ethical consideration for others. After one email from me indicating that your comments or behavior are inappropriate, you will receive a zero on the empirical arguments/discussion board for the week.

E-mail etiquette: One of the best ways to contact me (besides coming to office hours) is by e-mail. However, I have general expectations about contacting me by e-mail:

1. Always place your name and the class you are taking with me in the e-mail.
2. Be sure to always include a subject heading.
3. E-mails should be professional.
4. If a question or concern cannot be answered by two email exchanges, then it will be addressed over the phone (or in person) during office hours.

Academic Integrity: Plagiarism is unacceptable under any circumstance. If you have any questions as to what constitutes plagiarism, please visit me during office hours

University Policies:

You are responsible for university policies regarding, but not limited to, drop deadlines, plagiarism, and academic integrity.

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

JS 266 /Applied Research Methods and Statistics, Fall 2017, Course Schedule

This is a tentative schedule of topics and required readings that will be discussed in class. You will be responsible for all readings listed in the syllabus. The schedule is subject to change. If this occurs, you will be notified on Canvas or via email. It is the student's responsibility to keep up with any announced changes in class. .

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	10/16	<p>Introductions</p> <p>Content Analysis, Mason, C. (2012). Jay-z's 99 Problems, verse 2: A close reading with 4th Amendment guidance for cops and perps.</p> <p>Content Analysis, Linnemann, T., Wall, T., & Green, E. (2014). The walking dead and killing state: Zombification and normalization of police violence.</p> <p>Weekly Critique Due</p>
1		
2	10/23	<p>Ethnography. Vera Sanchez, C., & Gau, J. (2015). Racially neutral policing?: Puerto Rican and Mexican young adults' experiences with order maintenance strategies.</p> <p>Ethnography. Campbell, H. (2008). Female drug smugglers on the U.S./Mexico border: Gender, crime, and empowerment. Weekly Critique Due</p>
2		
3	10/30	<p>Program Evaluation, Lee, J. D., Vera Sanchez, C., Baba, Y. (2013). Sunday Friends: A working alternative to charity.</p> <p>Program Evaluation. Rios et al. (2010). Santa Barbara School District Gang Intervention Specialist Report. Weekly Critique Due</p>
3		
4	11/06	<p>Semi-structured Interviews. Mohamed, R., & Fritsvold, E. (2007). Damn, it feels good to be a gangsta: The social organization of the illicit drug trade servicing a private college campus.</p> <p>Semi-structured Interviews. Gaarder, E., Rodriguez, N., Zatz, M. (2004). Criers, liars, and manipulators: Probation officers' views of girls. Weekly Critique Due.</p>
4		
5	11/13	<p>Proposal Workshop (sharing hurdles and issues). Individual meetings with professor. Answer: (1) What is your thesis about? (2) Why is your topic important (provide both argumentation and peer-reviewed data/evidence) (3) What is your methodology? (4) Why is that methodology better than the other options? Also, respond to at least two of your peers as to how they can improve their theses.</p>
5		
6	11/20	Introduction, Literature Review, and Methodology (Proposal) DUE

Week	Date	Topics, Readings, Assignments, Deadlines
6		
7	11/27	Data Collection and Analysis Workshop (sharing hurdles and issues). Individual meetings with professor. Discussion board: Share with your peers one short paragraph for each of your themes (and provide the quotations that substantiate your themes). Lastly, respond to at least two of your peers as to how they can strengthen their themes.
7		
8	12/04	Data Analysis and Results Due
8		
9	12/11	Conclusion and Policy Implications (sharing hurdles and issues). Individual meetings with professor. Discuss two to three policy implications related to your thesis. Also, respond to at least two peers as to how they can strengthen their policy implications.
9		
10	12/18	Conclusion and Policy Implications Due (Complete applied research project submitted from beginning to end) Powerpoint presentation on Youtube
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Final Exam		Venue and Time