



Course Syllabus

CJ576-01W Data Analysis and Interpretation

Instructor: David Marble Ph.D.
Virtual Office Hours: I will respond to your email every weekday and some weekends; please allow 24 hours to respond
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Reading

Bachman, R., & Schutt, R.K. (2017). *The practice of research in criminology and criminal justice*, 6th edition. Los Angeles, CA: Sage. ISBN: 978-1-5063-0681-0.

Additional Readings

Other materials/readings as assigned and posted in DocSharing in D2L.

Course Description/Explanation

This course is the second part of the two-part research method sequence. This course covers the basic techniques and procedures used in the process of criminal justice research. Topics include: survey design, qualitative and quantitative methods, policy evaluation, and content analysis.

Prerequisites

Please note that prerequisites for this course include CJ 501, CJ 530, CJ 531, and CJ 568. Students who are registered for this class and who do not meet the prerequisites should contact the Director and Advisor of the MS in Applied Criminology program.

Student Learning Outcomes

1. Think critically about important issues in criminal justice research methodology

2. Understand how to conduct criminal justice research
3. Problem-solve solutions to methodological problems
4. Enhance communication skills and reading/research/writing acumen

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. You will work toward achieving these outcomes through discussions/comments, assignments, and tests. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Introduction/Discussion Posts (SLO)

The **Introduction** is a chance for you to ‘meet’ your colleagues (although most of you likely know each other by now) in the class and an opportunity to introduce yourself to your professor. You will also be required to answer a course-related question. Specific instructions on what to post are available when you click on Introduction in Week #1. The Introductory post is due on **Tuesday of Week #1** of the course.

1 Introduction = 50 points

The **Discussions** are directly related to the assigned readings. Upon completion of the assigned readings, you are expected to engage in an **ongoing** discussion/debate with your classmates. Your contributions to the discussion forums will be graded for **quality** and a **detailed analysis** linking the material to a critical appraisal of theory, policy, and practice. The introduction of outside materials is not mandatory (unless otherwise noted in the discussion topic assignment), but is highly recommended. In all cases, students must cite in-text and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post (See information later in the syllabus for more information on citing utilizing APA citation format. Also see the ‘How to Cite’ FactSheet in the CJ 500 Orientation Course).

These posts should be **the equivalent of 1 page in length or a minimum of 250 words**. The specific discussion assignment is located in each unit Week by clicking on the Discussion link.

4 discussion posts @ 100 points each = 400 course points

Posts are due by 11:00PM CST on **Thursdays** for the first four weeks.

Comment Posts (SLO)

Comment posts are responses you make to the discussion posts that you and your classmates post each week. You are **required** to make a minimum of **five** comments each week. I would

strongly encourage you to engage your colleagues well past the five-comment minimum in order to maximize your opportunity for meaningful discussion and learning.

Comment posts should be meaningful. Merely agreeing or disagreeing with a classmate will not be looked upon favorably and will result in a loss of points. A meaningful post is one that moves the discussion forward in some substantive way through providing one's perspective, additional information through research, or reframing the discussion in some new way. You are expected to engage in an **ongoing** discussion/debate with your classmates. Your comments will be graded for **quality**, and **relevance**. Your comments will also be graded based on your ability to engage in critical thinking. Students **must** provide one outside source for **at least** one comment that they make.

NO LATE COMMENTS ARE ACCEPTED. All comment posts are due by 11:00PM CST on **Saturdays**.

Assessment Method: Comments will be graded using the Comments Grading Rubric attached to the Discussion Post Grading Rubric. The discussion and comments for each week will be graded together and posted as one grade (Discussion = 100 + Comments 5@ 10 points each = 150 points/week). *(20 comments @ 10 points each = 200 course points)*

Assignment (SLO)

Students were required to complete an annotated bibliography and a literature review for the CJ 575 course. The current assignment serves as a continuation of the work students did in the previous course. This will make more sense as you read below.

Before completing the survey assignment, refresh yourself with the topic you chose for your annotated bibliography and literature review in CJ 575. You will now proceed to design a survey that taps into the research question(s) you investigated.

Assessment Method: *1 assignment with multiple parts @ 250 points each = 250 course points; 150 points assigned for the Survey Assignment; 100 points assigned for your D.A.R.E Meta-analysis review*

Part I: Survey Assignment

Think back to the topic you chose for CJ 575. You should have completed a literature review and an annotated bibliography. Now I would like for you to consider the topic you chose and design a survey to address a particular issue you found interesting about your research. If you are more interested in the practical application of your work you may consider a survey that tests a specific hypothesis or theory. If you are leaning toward a management track you may wish to do a policy evaluation survey. I highly recommend that you begin the process of selecting an approach immediately since this will take some time to complete.

Survey design is not an easy task to complete correctly. While there are almost endless examples of surveys, you will notice after you read your text that many surveys are poorly constructed or they do not address the research questions they are designed to address. When you read chapter 8 in your text think about ALL of the points that are addressed and apply them to this assignment if they are applicable.

Your survey should consist of 15 to 20 questions and you must justify why the questions you designed are adequate for the task at hand. This means that you have to address ALL of the issues the chapter brings up such as the type of survey you are designing, potential error problems in measurement, question order and design, ethical concerns and so on. I think you will find that writing your questions will be easy at first but making sure they are valid and reliable measures is probably going to take up a considerable amount of your time.

Assessment Method: Students will be graded on their survey design using the Survey Design Grading Rubric. **150 points**

Part II: Meta-Analysis Review (SLO): The second assignment in this course is to carefully review a meta-analysis on the effectiveness of the Drug Awareness Resistance Education program (DARE). This article is available in doc sharing and is relatively lengthy. It offers a comprehensive review of the DARE program using many studies across several years. A meta-analysis is focused on contrasting and combining results from different studies, in the hope of identifying patterns among study results, sources of disagreement among those results, or other interesting relationships that may come to light in the context of multiple studies. In its simplest form, this is typically achieved by identification of a common measure of effect size, of which a weighted average might be the output of a meta-analysis. The weighting might be related to sample sizes within the individual studies. More generally there are other differences between the studies that need to be allowed for, but the general aim of a meta-analysis is to more powerfully estimate the true effect size as opposed to a less precise effect size derived in a single study under a given single set of assumptions and conditions.

I do not expect you to be able to conduct a meta-analysis as part of this course but you should be able to interpret one. If you understand some of the techniques used, great! If you are unfamiliar with statistics many of the tables in this article may be confusing to you. That is OK; every table is accompanied by a plain-English explanation of the findings. You may need to read this article more than once to get the full picture of what it is presenting but by the time you write your review you should be able to answer several questions:

- What are the general findings? You can think of this as a summary of the overall article.
- In what situations is the DARE program most and least effective in reaching its goals?

- Based on what we know, what seems to be the greatest obstacle in making DARE effective?
- Now that you are an informed reader about the DARE program how would you implement it to make it the most successful? Be specific!
- If you were to redesign or “tweak” the program what would you do differently?

This review should be about five pages in length double-spaced.

Assessment Method: Students will be graded on their meta-analysis review using the Meta-Analysis Review Grading Rubric. **100 points**

Quizzes

You will take two quizzes, 100 points each in this course. They will be multiple choice/true false assessments of your knowledge of chapters 8-15 of your textbook.

Quiz #1 (covers chapters 8-10 of the text) Friday of Week #2 of the course

Quiz #2 (covers chapters 11-15 of the text) Thursday of Week #5 of the course

Quizzes will be available beginning at midnight on Wednesday of the week in which the quiz is assigned and close at **11:59PM on Friday or Thursday** of the week in which the quiz is assigned. Students will have only one opportunity to take the exam and the exam will be timed. Specific information regarding test length and time allotted will be available in the quiz link in Week #2 and Week #5.

Assessment Method: Quizzes will be graded automatically with scores available in D2L.

GRADING

Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.

Assignment Type	# of Assignments	Point Value	Total Points
Introduction	1	50	50
Discussions and Comments	4	150	600
Survey Design Assignment	1	150	150
Meta-Analysis Assignment	1	100	100
Quizzes	2	100	200

		TOTAL	1100
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Grades earned on each assignment will be added together and will be divided by the total number of points possible in the course. Below is the overall grading schema for the course.

90% to 100% = A
80% to 89% = B
70% to 79% = C
60% to 69% = D
Below 60% = F

Grades will be available in the gradebook so that students can track their progress in the course in 'real time'. For the purpose of assigning final letter grades, percentages will be rounded to the nearest whole number.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

My primary form of communication with the class will be through Email. Any changes to the syllabus or other important information critical to the class will be disseminated to students in this way via your official University Email address. It will be your responsibility to check your University Email regularly.

Students who Email me outside of regular office hours can expect a reply within 24 hours M-F. Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance Policy

While this is an online course, students are expected to 'attend class' and actively participate. Student participation/activity will be monitored by the professor. Students should plan to dedicate approximately 15- 20 hours/week of time to this course, of which approximately 1 hour/week should be spent in the discussion board (reading posts and comments and conversing with others).

APA Citation Format Policy

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper/assignment. Therefore, you should take this task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association) format. As a rule of thumb, one cites whenever they are paraphrasing other people's words or when they quote other's words directly. You may learn to cite from a variety of different sources including the APA Tutorial and the sources listed below and from a document I have placed in the Doc Sharing section of the course in D2L. www.apastyle.org
<http://owl.english.purdue.edu/owl/resource/560/02/>
www.library.cornell.edu/resrch/citmanage/apa

It is the student's responsibility to understand how to cite properly. If you have questions, feel free to ask.

Late Work

In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments in a timely manner. However, I also do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments. To that end, I have developed a policy on late work. Please note that this policy applies ONLY to your Survey Design Assignment and weekly discussions and comments, and not your quizzes or Meta-Analysis Review Assignment.

Late assignments will be accepted after the due date and time up to 1 day (24 hours) late with a possible deduction of points. Assignments turned in more than one day late will not be accepted/graded.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University Email and in Announcements. The professor reserves the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below **VERY CAREFULLY** so that you are sure to complete readings as assigned and turn your assignments in on time.

Please note that all discussions/comments/assignments are due by 11:00PM CST in D2L on the day they are due as outlined in the syllabus. Please note that this course runs on a Monday-Sunday schedule.

WEEK #1—Survey Research (Beginning June 1, 2020)

Monday	Read the syllabus carefully and make note of important course due dates. Readings from the Text Chapter 8: Survey Research Chapter 9: Qualitative Methods and Analyses Chapter 10: Analyzing Content
Tuesday	Post a Week #1 Introduction where you introduce yourself, accept the conditions of the syllabus, agree to the Rules of Netiquette, and answer the question I pose. Please note that this post is required for ALL students and will be graded. The link to the Rules of Netiquette may be found under Course and University Procedures/Policies under Student Conduct or here: http://www.albion.com/netiquette/corerules.html
Thursday	Complete Discussion Assignment #1

Saturday	Complete Comments for Discussion Assignment #1

WEEK #2—Evaluation and Policy Analysis

Monday	<p>This week’s chapter discusses evaluation and policy analysis used in social science research</p> <p>Readings from the Text</p> <p>Chapter 11: Evaluation and Policy Analysis</p> <p>Chapter 12: Mixing and Comparing Methods</p>
Thursday	Complete Discussion Assignment #2
Friday	Quiz #1 (covering Chapters 8-10)
Saturday	Comments for Discussion Assignment #2 due

WEEK #3—Quantitative Data Analysis

Monday	<p>This week’s chapter covers the basics of quantitative data analysis.</p> <p>Readings from the Text</p> <p>Chapter 13: Quantitative Data Analysis</p> <p>Chapter 14: Analyzing Qualitative Data</p> <p>Consider accessing this website for further information on this week’s topic of study: http://www.socialresearchmethods.net/kb/index.php</p>
Thursday	Complete Discussion Assignment #3

Saturday	Comments for Discussion Assignment #3 due
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WEEK #4—Reporting Research Findings

Monday	<p>This week’s chapter covers the basics of reporting research findings.</p> <p>Readings from the Text</p> <p><i>Chapter 15:</i> Reporting Research Findings</p> <p>Consider accessing this website for further information on this week’s topic of study: http://www.socialresearchmethods.net/kb/index.php</p>
Tuesday	Survey Design Assignment Due
Thursday	Discussion Assignment #4 Due
Saturday	Comments on Discussion Assignment #4 Due

WEEK #5—Meta Analysis, Wrap-up, and Course Conclusion

Monday	<p>Consider accessing this website for further information on this week’s topic of study: http://www.socialresearchmethods.net/kb/index.php</p>
Wednesday	Meta-analysis Review Due
Thursday	Quiz #2 (covering chapters 11-15)