



Please, click on the following link to access A&M-Commerce Covid 19 Information, <https://new.tamuc.edu/coronavirus/>

CJ576, SECTION 01W, DATA ANALYSIS and INTERPRETATION

MEETS 11/7/2022 THROUGH 12/9/2022
COURSE SYLLABUS: FALL 2022

INSTRUCTOR INFORMATION

Instructor: Emily M. Homer, Ph.D. (she/her/hers)
Office Location: McDowell Administration Building (BA) 102C
Office Hours: Mondays and Tuesdays, 11 AM - 12 PM and 1-3 PM CT in my office. If you let me know, I will be available via Zoom. You are also very welcome to schedule a meeting at a time that works for both of us.
Office Phone: 903-468-3259
Office Fax: 903-886-5330
University Email Address: emily.homer@tamuc.edu
Preferred Form of Communication: E-mail
Communication Response Time: E-mail is the best way to contact me. I will respond to email and phone calls within 24 hours in most cases, 48 hours on weekends or holidays. If you do not receive a response within that timeframe, please reach out again.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: none
Optional textbook: Bachman, Ronet D. and Schutt, Russell K. (2020). *The practice of research in criminology and criminal justice*. 7th edition. SAGE. ISBN 13: 978-1544339122. ISBN-10: 1544339127.
Software Required: Microsoft Word, Microsoft Excel
Optional Texts and/or Materials: American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). APA.

Required readings:

Bevans, R. (2022). Hypothesis testing | A step-by-step guide with easy examples.
Scribbr online. <https://www.scribbr.com/statistics/hypothesis-testing/>

- Bhandari, P. (2021). Normal distribution | Examples, formulas, & uses. Scribbr online. <https://www.scribbr.com/statistics/normal-distribution/>
- Chiang, I-C. A., Jhangiani, R. S., & Price, P. C. (2015). Research methods in psychology (2nd Canadian Edition). BCcampus.
- Copes, H., Beaton, B., Ayeni, D., Dabney, D., & Tewksbury, R. (2020). A content analysis of qualitative research published in top criminology and criminal justice journals from 2010 to 2019. *American Journal of Criminal Justice*, 45(6), 1060-1079. <https://doi.org/10.1007/s12103-020-09540-6f>
- Curran, K., & Curran, N. (2014). Social networking analysis. In N. Bessis and C. Dobre (Eds.), *Big data and internet of things: A roadmap for smart environments*. Springer. https://doi.org/10.1007/978-3-319-05029-4_15
- Deflem, M., & Silva, D. M. D. (2021). Comparative and historical analysis. In J. Barnes and D. R. Forde (Eds.), *The encyclopedia of research methods in criminology and criminal justice* (pp. 365-369). John Wiley & Sons, Inc.
- Fernandez, A. J. (2021). Statistical significance (*p* values). In J. Barnes and D. R. Forde (Eds.), *The encyclopedia of research methods in criminology and criminal justice* (pp. 880-883). John Wiley & Sons, Inc.
- Mack, N., Woodsong, C., Macqueen, K. M., Guest, G., & Namey, E. (2005). Qualitative research methods: A data collector's field guide. Family Health International. <https://www.fhi360.org/sites/default/files/media/documents/Qualitative%20Research%20Methods%20-%20A%20Data%20Collector's%20Field%20Guide.pdf>
- Maxwell, J. A. (2008). Designing a qualitative study. In L. Bickman & D. J. Rog, (Eds.), *The SAGE handbook of applied social research methods* (pp. 214-253). SAGE Publications.
- Powell, R. R. (2006). Evaluation research: An overview. *Library Trends* 55(1), 102-120. <https://doi.org/10.1353/lib.2006.0050>
- Pratt, T. C. (2010). Meta-analysis in criminal justice and criminology: What it is, when it's useful, and what to watch out for. *Journal of Criminal Justice Education*, 21(2), 152-168. <https://doi.org/10.1080/10511251003693678>
- Ratcliffe, J. H. (2004). Crime mapping and the training needs of law enforcement. *European Journal on Criminal Policy and Research*, 10(1), 65-83. <https://doi-org.10.1023/B:CRIM.0000037550.40559.1c>
- Russo, M. W. (2007). How to review a meta-analysis. *Gastroenterology & Hepatology*, 3(8), 637-642.

Vito, G. F. & Higgins, G. E. (2015). *Practical program evaluation for criminal justice*. Anderson Publishing.

Weis, J. G., & Wold, B. C. (2002). Statistics: Reporting systems and methods. In J. Dressler (Ed.), *Encyclopedia of crime and justice* (2nd ed., Vol. 4, pp. 1523-1541). Macmillan Reference USA.
<https://link.gale.com/apps/doc/CX3403000255/GVRL?u=txshracd2565&sid=bookmark-GVRL&xid=dcf82562>

Woodward Griffin, V., & Griffin, III, O. H. (2021). Content analysis. In J. Barnes and D. R. Forde (Eds.), *The encyclopedia of research methods in criminology and criminal justice* (pp. 375-380). John Wiley & Sons, Inc.

Optional readings:

Barnes, J., and Forde, D. R. (2021), *The encyclopedia of research methods in criminology and criminal justice*. John Wiley & Sons, Inc. (selected entries)

Bickman, L. & Rog, D. J. (2008). *The SAGE handbook of applied social research methods*. SAGE Publications. (selected entries)

Tewksbury, R. (2009). Qualitative versus quantitative methods: Understanding why qualitative methods are superior for criminology and criminal justice. *Journal of Theoretical and Philosophical Criminology*, 1(1), 38-58.

Tracy, S. J. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851.
<https://doi.org/10.1177/1077800410383121>

Copies of the readings are available in BrightSpace.

Course Description

This course continues students' exploration of research in criminal justice. In this course, students are exposed to different methods of data collection and the principles of data analysis. Emphasis will also be placed on teaching students how to interpret data as presented in published reports, articles, and books. Prerequisite: CJ 575, Research Methods in CJ.

Student Learning Outcomes

Upon completion of this course, students who fully participate in all aspects of the course should be able to:

1. Differentiate between qualitative and quantitative study methods
2. Conduct preliminary statistical analyses of quantitative data
3. Critique the representation of data in published research
4. Construct a detailed research proposal

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Because this course is held online, you will need to have regular access to a computer and reliable high-speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or computer labs. Make sure that you will have internet access several hours per week (accessing the course online is the equivalent of attending the class). You must be able to use internet search tools, access Brightspace, use email, and know how to download and upload documents.

For your privacy and security, only your official TAMUC email account will be used for email communication. No information will be sent to personal email accounts. Please check your TAMUC email regularly.

Instructional Methods

This course is held completely online through BrightSpace. The course is fully asynchronous, which means that not everyone is participating at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection. You should log in to the course on BrightSpace on a regular basis to keep up with class assignments. Each module will end Sunday at 11:59 PM. The next module begins Monday morning.

Your capstone assignment for this course is a full proposal for a research topic of your choice, built off the Literature Review that you wrote for CJ575. You will complete four activities and three assignments ending in the full proposal, Assignment 5. The activities are smaller assignments that build your knowledge on topics including writing survey questions, conducting statistical analyses, and critiquing analyses. The assignments will incorporate some of the activities. You will also complete a final exam.

All assignments will be submitted within Brightspace. Written assignments will be completed using Turnitin, a program that checks for citations and plagiarism. I will review the Turnitin report along with the paper. For more information about Turnitin, go to <http://www.tamuc.edu/facultyStaffServices/academicttechnology/educational-technology/turnItIn.aspx>.

Student Responsibilities or Tips for Success in the Course

Taking an online class is different than taking a face-to-face class. You will largely be teaching yourself using materials I provide. That's what life-long learning is all about. You will do much of your communicating by writing. So, as a result, there will likely be more writing than in fully face-to-face classes.

For online classes, the roles of the teacher and the student are reversed. I am a facilitator, guide, coach, or resource, and am responsible for creating an effective learning environment. Your job is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that

time for critical thinking, reflection, and application. You are in control and responsible for your own learning. I am here to support and help you, but it is up to you to ask for help when you need it. Unlike fully face-to-face classes, I cannot see the confused look on your face when something doesn't make sense. Please communicate with me.

GRADING

Final grades in this course will be based on the following scale: A = 90%-100%, B = 80%-89%, C = 70%-79%, D = 60%-69%, F = 59% or below.

Because of Family Educational Rights and Privacy Act of 1974 (FERPA), information regarding grades will only be available through Brightspace. I will never provide information regarding grades through email or to anyone except you.

The assessments are worth the following point values:

Assessment	Point Value
Discussion Board Entries (4 @ 25 points each)	100
Activity 1	25
Activity 2	20
Activity 3 and 4 (2 @ 30 points each)	60
Activity 5	60
Assignments 1, 3, and 4 (4 @ 30 points each)	90
Assignment 5	60
Total	415

Assessments

Discussion Board Entries

The purpose of the Discussion Board Entries is to facilitate discussion regarding the course materials. Discussion board postings are opportunities for you to express your knowledge and thoughts after reviewing information presented in the module.

Your discussion board entries should include paragraphs and full sentences addressing a specific question I have posed. You will also need to thoughtfully respond to one classmate's discussion board entry to receive full credit for the assignment. You may also respond to any of my comments to meet the requirement for responding. If you receive comments or questions from me or your peers, I highly suggest you read and respond to them! *Quality* of your comments to your peers counts more than the *quantity* of comments. Appropriate netiquette should be used (see more information in *University Specific Procedures: Student Conduct*).

You must complete your discussion board entry before responding to your peers. I suggest you complete your summary by Thursday of each week so you also have time for your peer response, but the formal due date for your entries is by **Sunday at 11:59 PM**. If you'd like me to respond to your entry, post before Saturday evening since I typically don't check discussion boards on Sundays! You will complete Discussion Board posts for the first four modules. Each Discussion Board Entry is worth 25 points, for a total of 100 points.

See further details on the Activities and Assignments listed below in Brightspace.

Activity 1 (Survey Critique)

The purpose of Activity 1 is to practice writing and evaluating effective survey questions. This assignment will be graded based on the accuracy and clarity of your responses, use of appropriate terminology and references to assigned readings, and creativity in suggesting alternate wordings. Activity 1 is due by **Sunday, November 13 by 11:59 PM**. The activity is worth 25 points.

Activity 2 (Descriptive Statistics Application)

The purpose of Activity 2 is to practice the application of descriptive statistics. This activity will be graded based on completion, coherence of thought, and accuracy. Activity 2 is due by **Sunday, November 20 by 11:59 PM**. The activity is worth 20 points.

Activity 3 (Inferential Statistics Application)

The purpose of Activity 3 is to practice the application of inferential statistics. This activity will be graded based on completion, coherence of thought, and accuracy. Activity 3 is due by **Sunday, November 27 by 11:59 PM**. The activity is worth 30 points.

Activity 4 (Meta-analysis Review)

The purpose of Activity 4 is to apply the principles of consuming research responsibly to analyze a meta-analysis, preferably on your chosen research topic. You will answer several questions critiquing the way the data are displayed, the overall message of the article, and the usefulness of meta-analysis in criminology and criminal justice research.

This assignment will be graded based on accuracy of content, completeness of responses, demonstration of the knowledge of course content, coherence of evidence of thought, evidence of critical thinking, and adherence to APA style. Activity 4 is due by **Sunday, December 4 by 11:59 PM**. The assignment is worth 30 points.

Activity 5 (Exam)

The purpose of Activity 5, the course exam, is to assess your overall understanding of the course material. The exam will be largely short answer questions. This assignment will be graded based on accuracy and clarity. Activity 5 is due by **Friday, December 9**. The activity is worth 60 points.

******The assignments below extend the Literature Review that you wrote for CJ575. If you do not have a Literature Review from CJ575 or another course that would be suitable for a research proposal, please contact me ASAP.

Assignment 1 (Qualitative Methodology Proposal)

The purpose of Assignment 1 is to design a potential research methodology to examine your topic of interest using a **qualitative** method. This assignment will be graded based on accuracy of content, completeness of responses, demonstration of the knowledge of course content, coherence of evidence of thought, and adherence to APA style.

Assignment 1 is due by **Sunday, November 13 by 11:59 PM**. The assignment is worth 30 points.

Note that there is no Assignment 2!

Assignment 3 (Quantitative Methodology Proposal)

The purpose of Assignment 2 is to design a potential research methodology to examine your topic of interest using a **quantitative** method. This assignment will be graded based on accuracy of content, completeness of responses, demonstration of the knowledge of course content, coherence of evidence of thought, and adherence to APA style. Assignment 3 is due by **Sunday, November 27 by 11:59 PM**. The assignment is worth 30 points.

Assignment 4 (Description of Methods and Analysis)

The purpose of Assignment 4 is to write the methodology and analysis sections for your chosen research methodology. Since you have already written two proposed methodologies, one qualitative and one quantitative, you will essentially be moving forward with one of these (or both if you choose mixed methods) and adding an analysis section. This assignment will be graded based on accuracy of content, completeness of responses, demonstration of the knowledge of course content, coherence of evidence of thought, and adherence to APA style. Assignment 4 is due by **Sunday, December 4 by 11:59 PM**. The assignment is worth 30 points.

Assignment 5 (Full Research Proposal)

The purpose of Assignment 5 is to finalize the research proposal that you have built through CJ575 and CJ576. This assignment will be graded based on accuracy of content, completeness of responses, demonstration of the knowledge of course content,

coherence of evidence of thought, and adherence to APA style. Assignment 5 is due by **Friday, December 9 by 11:59 PM**. The assignment is worth 60 points.

Extra Credit

No extra credit will be offered in this course.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements.

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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

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. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>.

Interaction with Instructor Statement

I prefer communication via email. Since I am typically only in my office three days a week for a few hours, I rarely have access to my office phone and am much more likely to respond quickly to emails. I will respond to email and phone calls within 24 hours in most cases, 48 hours on weekends or holidays. If you do not receive a response within that timeframe, please reach out again. Please be sure that when you email me, you use a proper greeting (Dr. Homer or Professor Homer), an email body, and an appropriate closing. Be sure you have an appropriate and informative subject line. I will disseminate any important course-related information through your TAMUC email accounts and BrightSpace announcements.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

- If you are having problems, academically, socially, or emotionally, etc., please discuss these issues with me if your grades may be affected. I am happy to help however I can, but I need to know what is going on.
- Because we often study sensitive subjects (such as racism, sexism, victimization, crime, and so on), it is extremely important to be respectful of each other when discussing these matters. Diverse opinions, even controversial ones, are welcome; incivility toward each other will not be tolerated.
- I have assigned due dates to keep us all on track in this short course. However, I can and will be flexible, so I'm not going to assert any penalties for late assignments. I ask that you please let me know if you need some extra time so I know when to follow up and if there are other resources I can provide.
- You will submit all written assignments adhering to the Student Paper criteria in American Psychological Association (APA) 7th edition. Occasionally, I will have acceptable formatting modifications listed in the assignment descriptions (i.e., no abstract is necessary), so be sure to pay attention to those. While this requirement includes proper paper formatting generally, I pay specific attention to the proper use of in-text citations and references. Most assignments will have a portion of points designated for adherence to proper formatting. If you do not properly cite, you will miss points on your assignment. In cases without proper formatting or citations, you may receive a 0 on your assignment: **papers without citations are plagiarized because they do not give the original author proper credit**. For assistance with writing or formatting in APA, seek guidance from me, the [TAMUC Writing Center](#), [the Waters Library](#), and [OWL of Purdue](#).
- I take issues of plagiarism (including self-plagiarism) and academic integrity very seriously. Plagiarism can be done intentionally or unintentionally, and I don't tolerate either one very well. You are responsible for understanding how to correctly cite and paraphrase, as well as being familiar with the TAMUC Academic Integrity policies (linked below). You are expected to write the majority of **all** your assignments with very few direct quotes. Writing your own work with paraphrasing rather than direct quotes is how you demonstrate to the reader that you understand what you have read. You are welcome to use the Turnitin checker or similar to determine how much of your paper is directly from another

source before submitting it for a grade. For some practical advice on plagiarism, see the APA's [Avoiding Plagiarism and Self-Plagiarism Guide](#).

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:

<https://www.britannica.com/topic/netiquette>

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:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Student Academic Dishonesty Form

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Students with Disabilities-- ADA Statement

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

Velma K. Waters Library Rm 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/)

<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](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) document and/or consult your event organizer.

<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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to

community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

COURSE OUTLINE / CALENDAR

Week of	Reading(s)	Item(s) Due (by 11:59 PM on Sunday unless otherwise noted)
November 7	Mack et al. (module 1); Maxwell; Copes et al.; Woodward Griffin & Griffin III; Deflem & Silva; Mack et al. (modules 2, 3, 4, and 5) (optional); Tewksbury (optional); Tracy (optional)	Activity 1, Assignment 1, Discussion Board 1
November 14	Weis & Wold; Chiang et al. (chapter 12); Bhandari	Activity 2, Discussion Board 2
November 21	Chiang et al. (chapter 13); Vito & Higgins (chapter 8); Fernandez; Bevans	Activity 3, Assignment 3, Discussion Board 3
November 28	Pratt; Russo; Ratcliffe; Powell; Curran & Curran	Activity 4, Assignment 4, Discussion Board 4
December 5	None	Activity 5, Assignment 5 by <u>Friday, December 9, at 11:59 PM</u>