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

CJ 337 CRIMINAL JUSTICE
STATISTICS FOR CRIMINAL JUSTICE

COURSE SYLLABUS: Spring 2023

INSTRUCTOR INFORMATION

Instructor: *Dr. Kriss Y. Kemp-Graham, Professor*
Academic Department: *Educational Leadership*
University Address: *Educational Leadership Young Building, #101*
Office Phone: *903-468-6042*
University Email Address: *kriss.kemp-graham@tamuc.edu*
Office Hours: Face to Face and Virtual by Appointment
Preferred Method Of Communication: *Email*
Communication Response Time: *24 to 48 hrs*

Graduate Assistant: Georgina Ramsey (gramsey@leomail.tamuc.edu)
Online Tutoring Hours in D2L
Monday 10-11am
Wednesday 2-3pm

COURSE INFORMATION

Course readings

- Privitera, G. (2018). *Statistics for the behavioral sciences* (3rd Ed.). Thousand Oaks, CA: SAGE Publications.

- Website: www.sagepub.com/priviterastats

The *syllabus/schedule are subject to change.*

DESCRIPTION

This online course is designed to provide students with a practical, applied approach to understanding the introductory fundamentals of descriptive and inferential statistics and the vital role that research and statistics play in the study of criminology and criminal justice. Students will explore various types of data used within criminal justice and the fundamentals of elementary statistical analysis including the appropriate use of data, limits of various data methods, how data is collected and how to interpret findings. Students will be introduced to statistical analysis and interpretation of SPSS with real data, including subsets of data from the National Crime Victimization Survey, Monitoring the Future, the Youth Risk Behavior Survey, state-level crime data from the UCR, and opinion data from the General Social Survey. Additionally, students will be challenged to analyze and critique case studies and published research via methodological and statistical lenses that focus on contemporary issues related to crime, corrections, police, and the judicial system. In this course, students will not only learn, explore and practice the "how" in statistics, they will also learn to critically question the "why's" of the data and its importance in today's criminal justice system.

This online course includes online lab activities. The objective of the lab assignments are to provide you with experience in criminal justice research articles, data analysis and interpretations. Performance on the lab assignments will count for a significant portion of your final grade.

Student Learning Outcomes

1. *Students will explore various types of data used within criminal justice and the fundamentals of elementary statistical analysis including the appropriate use of data, limits of various data methods including how data is collected and how to interpret findings via coursework, labs, quizzes and assignments*
2. *Students will analyze and critique case studies and published research via methodological and statistical lenses that focus on contemporary issues related to crime, corrections, police, and the judicial system via coursework and course assignments.*
3. *Students will demonstrate the ability to critically examine the role data and statistical analysis play in the success of governments implementing effective anti-crime programs, protecting the well being of the populations and assessing the social impact of public policies as evidenced by as evidenced by the successful completion of course assignments*
4. *At the conclusion of this course, students will be able to articulate and demonstrate the relevancy of data and statistical analysis on crime and criminal justice as evidenced by the "overall" successful completion of course assignments.*

COURSE REQUIREMENTS

Minimal Technical Skills Needed: Using the learning management system D2L, using Microsoft Word and PowerPoint

INSTRUCTIONAL METHODS

Design of the Class

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This class is designed on constructivist principles. This means that the instructor creates an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students actively participate in the class through the construction of their own learning. The instructor expects quality work from each student supported by adequate preparation and involvement.

Class Participation

Given the constructivist design of the class, this course will be interactive. It is my expectation that all students participate fully for all activities and assignments in order to maximize their learning experience. This web based course will be made up of several learning activities including (but not limited to) small & large group discussion, student-led learning activities, lecture notes and clarification, reflection activities, individual learning activities, written papers, and reflective, integrative examinations. In order for this class to be interesting and beneficial, each student is expected to have recorded weekly minutes in the D2L portal. The D2L reports these minutes to me. In certain circumstances if a student is (inactive) for "0" recorded minutes, they are dropped from the course.

Students must be prepared to lead and/or enter into discussions, to ask relevant questions, and to share the results of their study and reflection. This means that each student should be (1) conscious of the class schedule and the requirements for each class (knowing what to be prepared for), (2) self-disciplined (spending time to be fully prepared), and (3) eager to share with your classmates (participating actively by sharing what you have prepared).

TIPS for Success in Statistics Course

Sometimes statistics and mathematics classes can seem among the hardest that one takes at college. How can you do well in a class like this? Below are some hints and ideas to try so that you can do well in your statistics course. The tips are arranged by things that you can do in class and things that will help outside of class.

While in Class

- Be attentive.
- Take careful and complete notes. If your instructor thinks that something is important enough to include it in the course, it should be written in your notes. The examples that are given will help you when you study and work problems on your own.
- Don't feel the need to cram as much as possible on a page of notes. Leave plenty of room so that you can write your own comments when you use your notes to study.
- When test/quiz/assignment due dates are announced, immediately write them in your notes or what you use as a calendar.

Outside of Class

- Math is not a spectator's sport. You need to practice, practice, practice by working out problems in the homework assignments.
- Plan on spending at least two hours studying and/or doing problems for every 50-minute class session.
- Read your textbook. Constantly review what has been covered and read ahead to prepare yourself.
- Get in the habit of consistently doing work for your courses.
- Don't procrastinate. Start studying for your tests around a week in advance.
- Spread out work for large assignments. If you have difficulties early on you can get help more quickly than if you wait until the night before.
- Utilize office hours. If your schedule doesn't match your instructor's office hours, ask if it is possible to make an appointment for a different time. When you come to office hours, be ready with specific questions about what you had trouble with or didn't understand.
- Utilize any tutoring services that your college or university provides.
- Review your notes constantly.
- Form study groups or get a study partner in each of your classes. Meet to go over questions, work on homework, and study for tests.
- Don't lose the syllabus or any other handouts. Hold onto them until after you get your final grades. If you lose the syllabus, go to the course webpage to get a replacement.
- If you get stuck on a problem and don't make progress on it after 15 minutes, call your study partner and continue working on the rest of the assignment.
- Take responsibility. If you know you will miss a test for any reason, let your instructor know as soon as possible.
- Purchase the textbook and software. If you have an older edition of the book, it is your responsibility - not your instructor's - to see what that the sections/page numbers mentioned in class correspond within your book.

Tips for Success in an Online Course

- Treat an online course like a “real” course.
- Hold yourself accountable
- Practice time management.
- Create a regular study space and stay organized.
- Eliminate distractions.
- Figure Out How You Learn Best
- Actively participate.
- Leverage your network.
- Practice Makes Perfect

Online Classroom Environment

Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other’s learning.

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COURSE GRADING

Assignment/Assessment	% Of Grade
Quizzes	30
Lab Assignments	20
Midterm Exam	25
Final Exam	25

Final grades will be calculated on the following scale

90-100	A	Excellent
80-89	B	Good
70-79	C	Poor
Below 70	F	Unacceptable

Please Note: While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, these grades are to provide feedback to students and to guide the instructor in making an assessment of student work. Points will be deducted for the submission of late work.

ASSIGNMENTS

Each student is expected to work individually and/or with a group at the direction of the instructor to complete the assignments of the course. It is expected that all course work will be submitted by the posted deadline. Assignments will not be accepted via email to the professor and work submitted to the wrong assignment box will not be accepted. Please be mindful of your submission deadlines.

In the instances when you experience internet outages and you are requesting an extension, documentation of the outage will need to be provided. Please contact your internet provider for the documentation. If you are in an area that is prone to frequent internet outages, I strongly urge you to seek alternate methods of accessing D2L. D2L can be accessed on your smart phones. Additionally, there are numerous places where internet access is Free:

1. McDonalds
2. Starbucks
3. Public Library
4. Dairy Queen
5. Barnes and Nobles
6. TAMUC Campus

Please have a back up plan for internet outages.

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.

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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:

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https://community.brightspace.com/support/s/contactsupport

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

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:

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

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
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.

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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 schedule

Week	Topic	Readings		Practice problems (end of chapter)	Additional assignments
		Chapter	Sections		
1	Intro to statistics	1	All	1–10, 20–26 even, 27–32	Appendix A review and self-test
2	Freq. dist. in tables and graphs	2	2.1–2.5; p. 48; 2.9–2.11	1–7, 11–20, 31–32, 34, 36	lab
3	Central tendency and variability	3, 4	All	Ch 3: 3–5, 7–10, 12–34 even Ch 4: 1–10, 14–28 even, 32–36 even	HW1 due
4	Probability	5	5.1–5.10; 5.12	1–9, 12–30 even, 32, 34	Exam 1 (Weeks 1–3)
5	Normal distributions and Sampling distributions	6, 7	6.1–6.8 7.1–7.9	Ch 6: 1–8, 12–32 even Ch 7: 1–12, 14–32 even	lab
6	Hypothesis testing: *z* test and one-sample *t*	8, 9	8.1–8.11 9.1–9.6	Ch 8: 1–12, 14–34 even Ch 9: 1–4, 9, 12–14, 17–19, 22–28 even	HW2 due
7	Paired-samples *t* and Independent-samples *t*	9, 10	10.1–10.8 11.1–11.2 11.4, 11.8	Ch 10: 1–12, 14–32 even Ch 11: 1–8, 16, 22, 24, 27, 28–32 even	Exam 2 (Weeks 4–6)
8	Estimation and CIs	11	9.7–9.10 11.6	Ch 9: 8, 11, 15–16, 20–21, 25, 31 Ch 11: 10, 14, 25, 26	HW3 due
	SPRING BREAK				
9	Introduction to ANOVA	12	All	1–7, 12, 14-34 even	Exam 3 (Weeks 7–8)
10	MIDTERM				
11	Within-subjects ANOVA	13	All	1–9, 14–32 even	lab
12	Factorial ANOVA	14	All	1–12, 14–34 even	HW4 due
13	ANOVA review	12-14	Review		Exam 4 (Weeks 9–11)

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14	Correlation	15	15.1–15.6 15.13	1−8, 10a, 13−15, 16−20 even, 24, 32−34	lab
14	Linear and multiple regression	16	All	1−15, 18−32 even	HW5 due
15	Nonparametric tests	17, 18	17.1–17.6 18.1	1−10, 13−15, 16−22 even, 28−32 even	lab
F	Final exam				Exam 5 (Weeks 13−15) "Selecting statistics" exercise

Notes:

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