ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/29/12

1. ACADEMIC UNIT: School of Criminology & Criminal Justice

2. COURSE PROPOSED: CRJ 302 Research Methods 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Marie Griffin Phone: (602)496-2337
   Mail Code: 4420 UCENT E-Mail: Marie.Griffin@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE: A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry—L ☑
   Mathematical Studies—MA ☐ CS ☐
   Humanities, Fine Arts and Design—HU ☐
   Social and Behavioral Sciences—SB ☐
   Natural Sciences—SQ ☐ SG ☐

   Awareness Areas
   Global Awareness—G ☐
   Historical Awareness—H ☐
   Cultural Diversity in the United States—C ☑

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: ☑ No ☐ Yes; Please identify courses: 

Is this an unscheduled course?: ☐ No ☑ Yes; Is it governed by a common syllabus? ☑ No

Scott Decker
Chair/Director  (Print or Type)  ________________________________

Date: 03-30-12

Chair/Director (Signature) ________________________________
Course description: Focuses on developing and evaluating research designs, data collection, and the relationship between validity and reliability. Also stresses methods for conducting research.

Enrollment requirements: Pre-requisites: MAT 117, 119, 142 (114), 170, 210, or 270 with C or better; CRJ 100 with C or better; CRJ 201 with C or better

Units: 3
Repeatable for credit: No
General Studies: No
Offered by: College of Public Programs
Rationale and Objectives

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [L] CRITERIA**

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

<table>
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<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<td>Identifier Documentation Submitted</td>
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</table>

**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. *Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.*

1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

2. **Also:**

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".

**CRITERION 2:** The composition tasks involve the gathering, interpretation, and evaluation of evidence.

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. **Also:**

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".

**CRITERION 3:** The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

Please see attached "Description of Criterion", "Example Writing Assignment" and attached syllabus.
ASU - [L] CRITERIA

2. Also:

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-3".
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<tr>
<th>YES</th>
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<th>Identify Documentation Submitted</th>
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<td></td>
<td>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <em>Intervention at earlier stages in the writing process is especially welcomed</em></td>
</tr>
</tbody>
</table>

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. Also: 

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-4".
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tbody>
<tr>
<td>Criterion 1: Description of assignments to be included as part of the computation of the course grade.</td>
<td>In-Class Writing Projects – 20% of final grade Analysis Papers – 40% of final grade Mid-term and Final Exams -- Short Essay Portion of the Exams – 20% of final grade</td>
<td>Syllabus: Grade Breakdown</td>
</tr>
<tr>
<td>Criterion 2: Description of the ways that the composition assignments involve gathering interpreting and evaluating evidence.</td>
<td>Students are assigned in-class writing projects and analysis papers that require them to critically assess various methodological concepts. In a variety of ways, they are required to gather readings, and to interpret and evaluate methodology and/or research findings.</td>
<td>Please see “Examples of In-Class Writing Assignment and Analysis Paper Assignment”</td>
</tr>
<tr>
<td>Criterion 3: Detailed description of substantial writing or speaking tasks. Please see “Examples of In-Class Writing Assignment and Analysis Paper Assignment”</td>
<td>Please see “Examples of In-Class Writing Assignment and Analysis Paper Assignment”</td>
<td>Please see “Examples of In-Class Writing Assignment and Analysis Paper Assignment”</td>
</tr>
<tr>
<td>Criterion 4: Description of the sequence of course assignments and the nature of the feedback provided by the instructor to help students to better on subsequent assignments.</td>
<td>In-class feedback by instructor and peers; sequencing of writing assignments throughout semester allows for timely feedback to be used for next assignment.</td>
<td>Please see &quot;Description of Criterion&quot; for more details.</td>
</tr>
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</table>
Description of Criterion

**Criterion 1: Description of assignments to be included as part of the computation of the course grade.**

- In-Class Writing Projects – 20% of final grade
- Analysis Papers – 40% of final grade
- Mid-term and Final Exams -- Short Essay Portion of the Exams – 20% of final grade

**Criterion 2: Description of the ways that the composition assignments involve gathering, interpreting and evaluating evidence.**

Please see “Examples of In-Class Writing Assignment and Analysis Paper Assignment”

**Criterion 3: Detailed description of substantial writing or speaking tasks.**

Please see “Examples of In-Class Writing Assignment and Analysis Paper Assignment”

**Criterion 4: Description of the sequence of course assignments and the nature of the feedback provided by the instructor to help students to better on subsequent assignments.**

In-class writing assignments will involve both instructor and peer-review feedback provided in-class. This in-class discussion regarding evaluation of the material and construction of the arguments will allow students to benefit from others work (both good and bad). The instructor will also provide more specific feedback on writing skills when the assignment is graded and returned to the student. The four short (2 page) analysis papers assigned throughout the semester will allow the instructor to provide specific feedback on writing skills and the construction of arguments that can then be applied to the following writing assignment.
Instructor: Danielle Wallace

Contact Information:
- Email: Danielle.Wallace@asu.edu
- Office: UCENT 645
- Office Hours: Mondays, after class

Description: The focus of this course is to understand the language of methodology. We will analyze different methods that can be used to answer important research questions. In addition, the course explores the importance of proper research design from conceptualization to conclusion. Finally, the course examines the dynamic relationship between research question, theory, mode of research, and findings.

Course Objectives: By the end of the course, all students should be able to:
- Define and utilize the different concepts involved in social research
- Analyze and critique different modes of research and be able to conduct projects using these methods.
- Understand the relationship between theory and research, especially in regards to criminology and criminal justice.

Book and Readings: Maxfield and Babbie’s “Basics of Research Methods”, the 3rd edition. Additional readings will be posted on the class website.

Assignments: Your grade is dependent on 4 things: in-class projects, papers, the midterm, and the final. While more information will come in class, each are basically detailed below. Their due dates are in the course schedule.

C-3

1) In-Class projects (20): To learn about specific research concepts, we will be completing four in class projects (5 points each) and they will be due in class.

2) Analysis papers (4 papers, 10 points each): Research method issues are everywhere. I will be assigning a news article for you to analyze for specific research concepts and issues. Each paper must be a minimum of 2 pages not including cover sheet.
   - Papers will be submitted via Blackboard.
   - Paper requirements: Times New Roman font, 12 pt. 1 inch margins. Double spaced. As for length, it is 2 FULL pages. DO NOT eat up all the space on the first page with your name, the date, my name, my class, etc…I’ll dock you off for this!

3) Midterm (20): Multiple choice and short essay exam. This will cover the first half of the course.

4) Final (20): Multiple choice and short essay exam. This will cover the second half of the course.

5) A Note on the Assignments: The quality of your writing is essential to your success in this course. How can I grade you if you don’t make any sense? This will require you to go beyond spelling and grammar checks. Microsoft Word only tags the simplest of grammar mistakes. You need to read and re-your work prior to submission. You will need to edit your work closely for both content and grammar errors. If the information you convey to me is unclear, you will not get an A on a paper.
   - FYI: Each semester I put together a handout that has a list of gramatically incorrect sentences from each exam. We will work on writing as a group, in class, and correct each other’s work.
**Grade Break down:** I do not curve. Grades will be rounded up if the final percentage is X.5% or higher; otherwise, they will be rounded down. Your grade in this course will be determined by the following percentage break down:

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<tr>
<td>In Class Projects (4 assignments, 5 points each)</td>
<td>20</td>
</tr>
<tr>
<td>Analysis Papers (4 papers, 10 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Midterm (20 points)</td>
<td>20</td>
</tr>
<tr>
<td>Last Exam (20 points)</td>
<td>20</td>
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<tr>
<td><strong>Total Possible Points (100)</strong></td>
<td>100</td>
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**Course Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>93 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89%</td>
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<tr>
<td>B</td>
<td>83 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
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<tr>
<td>C+</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 76%</td>
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<tr>
<td>D</td>
<td>60 – 69%</td>
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<tr>
<td>E</td>
<td>Below 60%</td>
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**Dropping:** If you decide to drop this course, it is *your* responsibility to acquire and submit the appropriate paperwork.

**Course Policies:**

**Missed Exam Policy:** There will be no make-up exams, with the exception of emergencies. If you will be missing a test due to circumstances beyond your control, you must contact the instructor prior to the test and be able to document the need for your absence. Make-up exams will be provided at the instructor’s discretion and may be required to be taken in person depending on the circumstance. *There will be no make-up exam for the final test.* Any evidence of academic dishonesty will result in a zero (0) for that grade, and will be reported to the university.

**Missed In Class Assignment Policy:** As for in class assignments, you need to be present to turn it in. You are allowed 1 late in class assignment that you can do on your own. You MUST contact me prior to the class and if there is an assignment that day, you will be able to do it on your own. This is effectively both a way to get you to do work and an attendance policy.

**Missed/Late Paper Assignment:** Paper assignments are due on the dates specified in the course schedule and must be uploaded onto Blackboard by 11:59pm of the day it is due. I will not take assignments over email (both to fight plagiarism and to avoid cluttering my inbox). If you are unable to complete your assignment on time, you must contact me prior to the due date (i.e., not at 11:50pm, I’ll be asleep) and be able to document the need for your lateness. Allowing the document to be turned in late will be at my discretion. As a rule, I do not allow it outside of documented and honest emergencies.

**Dropping/Withdrawal:** If you decide to drop or withdraw from this course, it is *your* responsibility to acquire and submit the appropriate paperwork.
Plagiarism and Cheating: I take plagiarism and cheating very seriously. Cheating is simple: if I even suspect you are cheating on a test, I can, at a minimum, fail you on that test. There are many forms of plagiarism. Some are as simple as not citing where your sentence or idea came from. Other forms are more serious, such as copying the work of other people. Either way, plagiarism is not allowed in my class. As for proper citation, I will teach you how to do this and will not tolerate improper citation after the 1st paper assignment. As for copying work, I consider this academic dishonesty. If any of the papers you turn in as assignments are copied from some other place, you will be failed. If your work is “similar” to another piece of work, whether it is another student’s work, published work, or web pages, you will receive a failing grade for this course. Remember, instructors have a great deal of discretion in terms of how they punish cheating and plagiarism. This includes requesting a notation on your transcript indicating you engaged in some form of academic dishonesty and/or having you expelled from CCJ and COPP.

Other Policies: If what you are doing in class is distracting or disrespectful to me or other students in anyway, you will be asked to stop your behavior or to leave. If you need to talk on the phone or text, just take it outside. If you are on-call, please tell me so I won’t wonder why you are always leaving in the middle of class. Regarding carrying concealed weapons, while allowed in public, ASU still has the authority to create its own rules regarding weapons. If you are carrying a weapon, you need check it in at the ASUPD station while anywhere campus. If you’re concerned about the rule, see: http://www.asu.edu/aad/manuals/pdp/pdp201-05.html for more information.

C-4
Class Schedule:

Week 1 (1/9, 11): Ch. 1 & 2
- Ch 1 & 2
- “Worries about Autism…”
- “AMERICAN ACADEMY OF PEDIATRICS STATEMENT ON HPV VACCINE”
- “Study Linking…”
- “Vaccine study’s…”

Week 2: (1/16, 18): Ch. 2
- Ch. 2
- “Eugenic victim…”
- “HOUSE RESOLUTION NO. 74”
- “Harvard Punishes 3…”
- “When optimism…”
- “Useless studies, real harm”
- “US apologizes…”
- “To test housing program…”

Week 3: (1/23, 25):
- 1st paper due Sunday night, 1/22 via blackboard
  - Ch. 3

Week 4: (1/30, 2/1):
- Ch. 4
- “Biased but…”
“Neighborhood Disorder, Psychophysiological Distress, and Health”

Week 5: (2/6, 8):
  o Ch. 5

Week 6: (2/13, 15): Ch. 5, Ch. 6
  • 2nd paper due Sunday night, 2/12 via blackboard

Week 7: (2/20, 22): Ch. 6

Week 8: (2/27, 29 leap year!):
  • Review on Monday
  • Midterm on Wednesday.

Week 9: (3/5, 7): Ch. 7

Week 10: (3/12, 14): Ch. 8
  • 3rd paper due Sunday night, 3/11 via blackboard
    o “Op-Ed contributor…”
    o “Scholars return…”

Week 11: (3/19, 21) NO CLASS, SPRING BREAK

Week 12: (3/26, 28):
  o Ch. 9
    o “New York City…”
    o “Study finds street…”

Week 13: (4/2, 4): Ch. 10
  • 4th paper due Sunday night, 4/1 via blackboard
    o “Pulling Levers”
    o “An examination of the role…”

Week 14: (4/9, 11):
  o Ch.11
    o “Getting the story straight on working mothers and children’s risks”
    o “Divorce, handguns…”

Week 15: (4/16, 18): Wrap up and Review

Week 16: (4/23): Last Exam, Monday in class
The goal of this assignment is to enable you to analyze survey instruments and assess whether or not they can be deemed valid and reliable. Remember that an instrument is considered valid when the questions in a survey are actually assessing what they intend to assess (i.e., they are on topic). Reliability refers to survey questions that yield consistent results across subjects. Reliability and validity go hand in hand and it is critical that both are present in a survey.

(HINT: when looking at survey questions, ask yourself: “does this question actually get at what it means to?” and “are subjects going to interpret questions the same way?”)

Write your answers in the space provided on the back. Remember, clarity and quality of your writing counts.

Validity of Disorder Scales:

1) Looking at the following disorder scale, do you think it has face validity? Why or why not?

2) Do you think this measure of disorder would be reliable?

Analysis Paper #X

The goal of this paper is to enhance your understanding of survey construction by having you evaluate specific scale items. For this paper, you are asked closely review and evaluate the attached survey by Terance Miethe (1990). Next, choose three questions that you consider problematic and explain in some detail why you believe that to be the case. You should rely on the readings from the class to inform your decision and to construct your argument. In particular, I suggest you review the relevant sections of Ch. 7. Keep in mind, all of the questions in this survey are potentially problematic. Your primary task here is to identify problems that are common to survey construction, evaluate the specific items listed here, and then within the context of course readings, make a valid and well constructed argument justifying why the question is problematic.
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