

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # WI-206
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor Jennifer Roberts Phone 357-1250
 Writing Workshop? (If not at IUP, where? when?) _____
 Proposal for one W-course (see instructions below)
 Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- Department Contact Person _____ Phone _____
 Course Number/Title _____
 Statement concerning departmental responsibility
 Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) _____ Phone _____
 Course Number/Title _____
 Proposal for this W-course (see instructions below)

SIGNATURES:

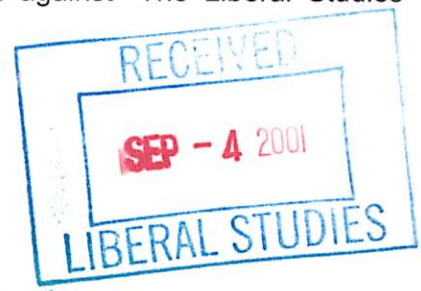
Professor(s) Jennifer Roberts
Department Chairperson Janis Givner
College Dean [Signature] 8/31/2001
Director of Liberal Studies Cheryl Sader 10-4-01

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?



Memorandum



To: Writing Intensive Committee
From: Jennifer Roberts
Date: 9/26/01
Re: My Proposal

As per a September 19 conversation with Mary Sadler, I have made a number of corrections to my proposal. In order to facilitate your review of this material, I have highlighted the requested changes. Specifically, I added a section on "Writing" to the syllabus and discussed that feedback to students regarding their performance would mainly be in written form. In this same section, I also state that some students may be asked to come to the office for one-on-one consultations. In addition, I added specific due dates to the "Tentative Course Outline" in order to clarify to the committee when assignments are due exactly. I have also added dates when students can expect to receive corrected drafts of their research proposal. Finally, I added some more specific details in the syllabus concerning the point breakdown for the various assignments that comprise the research proposal.

There had been a request from the committee to include the objectives listed in the syllabus of record in my sample syllabus. Our last curriculum revision was done in 1984 at which time this Research Methods course was added. Our department has changed locations three times since then. I asked our administrative assistant, chair, two senior faculty members, and the Criminology advisor where I could locate the syllabus of record. They all stated that we no longer have these. Therefore I am attaching a copy of Dr. Hanrahan's syllabus for her CR 306 course. She has taught the course for the past 10 years. I made sure that the objectives she stated in her syllabus were also stated in mine under the "Course Goals and Objectives" section (although I worded these differently). I believe this should be sufficient for your needs.

I thank-you for your consideration of and response to my materials. I hope this satisfies your needs and will allow me to become a certified writing intensive instructor.

WRITING SUMMARY – CR 306 “Criminological Research Methods”

CR 306 is currently a “W” designated course for specified sections. The course is taught each semester and fulfills a major requirement in the Criminology department. Due to scheduling concerns and pre-requisites for this course, only students with a declared major or minor in Criminology are permitted to take this course. As such, the course is generally comprised of junior- and senior- level students thus limiting the class size to a maximum of 30.

Several types of writing will be required for this course:

1. PROPOSAL WRITING TO SYNTHESIZE MATERIAL, PROMOTE CRITICAL THINKING, AND ENCOURAGE CREATIVITY IN THE RESEARCH PROCESS.

Although the research proposal is worked on throughout the semester, it can be viewed as the concluding exercise for this course. This exercise requires students to synthesize all of the course material and create an appropriate research design that could be used to investigate a hypothetical research question posed by the instructor. Students will be expected to incorporate key design features learned throughout the semester with their own original ideas to produce their final proposal. This exercise is an ideal concluding assignment for a “Research Methods” course as it encourages a high level of understanding of the course material and critical thought on the part of the student.

The research proposal will first be submitted as drafts and finally as a completed, finished product. Three drafts will break the larger research proposal into manageable and logical chunks. The first draft will mandate students to write an introduction and literature review pertaining to our hypothetical research topic. This will require students to process a body of academic and empirical research on the assigned topic into a logical, cohesive format. The second draft will be a discussion of the proposed research design. This draft will reflect the crux of our discussions throughout the semester. Students will need to clearly and simply outline a design that is appropriate for this research question. This draft is crucial in that it calls for students to apply concepts learned in class to an actual research question AND detail a proposed design in a clear fashion. The third draft will be a sample survey instrument. This can be a challenging assignment for students as it requires them to translate complex ideas into simple, understandable survey questions or statements. The final finished product will reflect the corrections made after receiving feedback and will organize the three drafts into a polished document. This final draft will be nine to eleven double-spaced pages in length and will constitute approximately 27% of the final grade.

2. QUIZZES AND EXAMS TO PROMOTE CLEAR AND CONCISE WRITING

In writing about research methodology, it is imperative that descriptions be clear and to the point. The quizzes and exams in this class are designed to encourage clarity and brevity by having students provide written responses on a variety of topics for evaluation. These assignments are designed to ensure the students have a level of understanding of the course material beyond mere regurgitation. Students will have to concisely and clearly articulate complex

concepts and also apply these concepts to hypothetical research problems. They will be evaluated by the clarity and correctness of their written responses. These exercises are used for evaluation because they demonstrate whether the student has sufficient grasp of the material and whether the student can clearly express their ideas.

Specifically, on each of the three exams administered throughout the semester, one-half of the questions will require a written, short-answer response from the students. These questions are each designed to elicit a clear, short (ranging from a sentence to a paragraph) answer from the students. Total, the exams account for approximately 54% of the students final grade. In addition, the quizzes (whether take-home or in-class) will usually require students to write short answers and essays explaining design and sampling issues. The quizzes will account for approximately 18% of the final grade.

3. REVIEW OF WRITING PRINCIPLES IN-CLASS

At the beginning of most of the class periods, fundamentals of good writing will be presented to the students for review. Often following these brief discussions, students will be asked to complete a short exercise to ensure they have fully grasped these fundamentals. In addition, actual student work (without any student identifiers) from tests and quizzes will be presented and students will be asked to evaluate the writing. It is hoped that these exercises will allow students to recognize errors in writing when they see them and then make appropriate corrections.

Assignment	# of assignments	Total # of Pages	Graded	Revisions	% of Final Grade
Exams	3	Varies (½ short-answer and ½ multiple choice questions)	Yes	No	~54%
Quizzes	12 — The highest 10 scores count towards the final grade	6 single spaced, typed pages for the take-home quizzes and 6 short answer format that vary in length for the in-class quizzes	Yes	No	~18%
Research Proposal	3	9 - 11 (double spaced, typed)	Yes	Yes	~27%
In-class exercises and Note-taking	Daily	Varies	No	No	0%

CRIMINOLOGY 306
Criminological Research Methods
Writing Intensive

Dr. Jennifer Roberts
Office: 421 Sutton
Phone: 357-1250
E-mail: jroberts@grove.iup.edu

Highly Recommended Text

Maxfield and Babbie. 2001. *Research Methods for Criminal Justice and Criminology*, 3/e.
Belmont, CA: Wadsworth/ Thomson Learning.

Additional Readings

Additional Readings will be put on reserve at the library. A complete list of these readings will be provided to you in class. It is expected that you will read these in addition to your text.

Catalog Description

An introduction to the basic criminological research methods designed to prepare the student to understand and participate in quantitative and qualitative research.

Course Goals and Objectives

The goal of this course is to teach you some new methods of *thinking and writing* about research in criminal justice. It is about the art and the science of designing and executing research. It is about blending logic, common sense, creativity, and the scientific method to learn about contemporary issues related to crime and justice. It is about testing and expanding your creative and critical thinking skills, and applying these skills to applied and theoretical research problems. By the end of the semester, students should: have a better understanding of the scientific research process in Criminology, be better consumers of research in general, have basic skills such that they could participate constructively in a research project, and have improved both the quality and clarity of their writing.

Course Requirements

1) There will be **three (3) exams** administered during the semester. The dates of the exams are detailed in the course outline. The exams will cover all required reading assignments and all classroom discussions, as well as any other classroom material (guest speakers, in class movies, presentations, etc.). The tests will be **a combination of multiple choice and short answer questions**. The short answer questions will require students to apply the concepts learned in class to actual research problems in a written format. These exams will be worth 100 points each.

Make-Up Policy for Examinations: Make-up exams will ONLY be given for exceptional circumstances and will be in a written essay and short answer question format. You have three obligations if you expect to take a make-up. First, you must inform me **before** your exam time. You can do this by e-mail or telephone. Second, make-ups will only be given for *legitimate and documented excuses* (e.g., doctor's excuse). Third, you are required to take the make-up exam within 1 week of the examination date during the instructor's office hours. If these obligations are not met, you will receive a 0 for that examination.

2) In addition to the exams, there will be **12 unscheduled quizzes** administered throughout the semester. The lowest 2 quiz scores will be dropped. The remaining 10 quiz scores will be worth 100 points of your final grade. **Six (6)** of these quizzes will be “**take-home**” and will require the students to produce one-page, single spaced typed page responses. These take-home quizzes must be submitted in essay format and will be due at the beginning of the due date class period. They will be graded for both content and writing ability. An instruction sheet for each of these take-home quizzes, complete with instructions for the particular assignment and the due date, will be administered in class.

The other **six (6)** quizzes will be administered **in class**. Students **MUST** be present in class when the quiz is administered in order to receive credit for these. The quizzes will cover class material and assigned readings. In general, students will be given 10 - 20 minutes (from the time the quizzes are handed out by the instructor) to complete each in -class quiz.

Missing Quizzes: Since the lowest two grades are discarded, there will be **NO** excuses for missing a quiz and *no make-up quizzes will be given*. If students are not in class when a take-home quiz assignment is passed out, it is their responsibility to get the assignment from a classmate or from the WebCT site for this course. If you do not complete a given quiz (whether take-home or in-class), simply make sure that you complete a total of 10 quizzes and your grade will not be affected.

3) Finally, all students will complete a **research proposal** that is approximately **9 - 11 double-spaced pages** in length. The topic will be assigned by the instructor after receiving feedback from the students during the first few weeks of class. All students will complete a research proposal on the same topic. The research proposal will be broken down into smaller assignments including: an introduction and literature review, a methodology section, and a sample survey instrument. Each of these smaller assignments will be turned in as a DRAFT first (due dates are provided in the course outline). Drafts of these assignments are required! I will NOT accept a final proposal that I have not reviewed in draft format first.

Total, the research proposal is worth 150 points of students' final grade. Each draft that is turned in will be graded. Specifically, **each** of the three drafts (an introduction and literature review, a methodology section, and a sample survey instrument) will be worth 25 points. The final proposal is worth 75 points. On any of the writing assignments that are turned in, students will receive written feedback from the instructor about the quality of their writing. It is critical that any issues raised in the drafts of the research proposal be addressed before turning in the final proposal. That is, the final draft should reflect that you have reviewed the instructor's feedback and have made the necessary corrections/ improvements. In addition to the written feedback, students may be asked to have a face-to-face meeting with the instructor (during office hours) to discuss their progress. This is only done to ensure that each student's writing improves over the course of the semester. All students should feel free to discuss drafts of their work with the instructor during office hours.

WebCT

This course has numerous documents on-line that students may find helpful. In most of our class sessions we will do applied exercises. I will put these exercises up on an overhead. I will also post these on my WebCT site for this course. Therefore, if you'd like to print these out before coming to class, they are available for you to do so. Exercises for the next week will be posted each Friday by 5pm. In addition, all take-home quiz assignments will be posted by 5 pm on the day the assignment was handed out in class. We will discuss this in more detail during our first Friday when class will be held in the computer lab.

Attendance

Your attendance in this class is strongly encouraged and expected. In almost each class period we will be working through applied exercises in order to illustrate key concepts covered. These same types of applied exercises will comprise at least half of each exam and many of your quizzes. Therefore, missing class sessions will make it very difficult to catch up with the rest of the class and perform well on the exams and quizzes. In addition, in most of our class sessions we will briefly review key aspects of good writing. It is expected that students will incorporate these techniques into their own writing and show improvement over the course of the semester in these areas.

Grading

A total of 550 points are possible in this course:

Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Quizzes	100 points
Research Proposal	150 points
TOTAL	550 points

Final grades are determined by the number of points earned throughout the semester.

A= 90 - 100%

B= 80 - 89%

C= 70 - 79%

D= 60 - 69%

F= below 60%

Writing

Writing is an essential portion of how students will be evaluated this semester. On EVERY writing assignment, part of the grade will be based on the quality of the writing. Therefore, it is imperative that students write well. I take this point very seriously. Papers should not be turned in unless they have been carefully proofread first. This includes performing the spelling/grammar check from your word processing program AND editing/evaluating your own work for organization, clarity, evidence of critical thought, etc. Students should always feel free to stop by during office hours for feedback on rough drafts.

Students are encouraged to use the Writing Center on campus when completing the take-home quizzes and research proposal. This is an exceptional service offered by the University. Information for the Writing Center can be found at <http://www.chss.iup.edu/wc/>, or by calling 724-357-3029.

Academic Dishonesty

Any student found guilty of academic dishonesty (including cheating) will be subject to disciplinary actions as described in the student catalog. The University's policy concerning academic dishonesty is detailed in the 2001 - 2002 Undergraduate Catalog. The penalties for academic dishonesty are severe and students with any questions on the topic should consult their catalog or the instructor. In this course, any student found guilty of academic dishonesty will receive a zero for that particular assignment (e.g., test, quiz). Further action may be taken at the discretion of the instructor.

*****All students are encouraged to ask questions and seek help outside of class if necessary!**

Students Needing Assistance.

I will go out of my way to help you. If you need tutoring, special arrangements, or other assistance, please do not hesitate to speak with me. I will be more than happy to read and/or discuss rough drafts of your work during my office hours. Students with a documented disability and need academic accommodations are encouraged to meet with the instructor to discuss their unique needs. Additional assistance is available on campus in the Disability Support Services unit of the Advising and Testing Center located in 106 Pratt Hall (357-4067).

General Information

For policies regarding incompletes, withdrawals, grade appeals, and student rights and responsibilities, see the IUP Undergraduate Handbook or Catalog.

Tentative Course Outline

This is a tentative schedule of topics and required readings that will be discussed in class. You will be responsible for all reading assignments listed and any that are added at a later date. The schedule may be changed at any time due to time constraints, weather, etc. If this occurs, you will be notified in class. It is the student's responsibility to keep up with any changes that are announced in class.

Week 1 (1/17 - 1/18)	Introduction and Overview Scientific Inquiry	Chapter 1
Week 2 (1/21 - 1/25)	Theory and CJ Research	Chapter 2
Week 3 (1/28 - 2/1)	Causation and Validity	Chapter 3
Week 4 (2/4 - 2/8)	Review, Exam #1 (Wednesday, Feb 6) Units of analysis (Friday)	(Exam covers Ch 1 - 3) Chapter 4
Week 5 (2/11 - 2/15)	General Issues in Research Design (Longitudinal/ Cross sectional designs) DRAFT OF INTRO & LITERATURE REVIEW DUE!!	Chapter 4 Wed, Feb. 13
Week 6 (2/18 - 2/22)	Concepts, Operationalization, and Measurement	Chapter 5
Week 7 (2/25 - 3/1)	Measuring Crime RETURN DRAFTS TO STUDENTS	Chapter 6 Wed, Feb. 27
(3/2 - 3/10)	SPRING BREAK — NO CLASS!	
Week 8 (3/11 - 3/15)	Experimental and Quasi-Experimental Designs	Chapter 7
Week 9 (3/18 - 3/22)	Ethics in Crime Research	Chapter 8
Week 10 (3/25 - 3/29)	Review, Exam #2 (Wed., Mar. 27) Friday: Sampling	(Exam covers Ch 4 - 8) Chapter 9
Week 11 (4/1 - 4/5)	Sampling DRAFT OF METHODOLOGY SECTION DUE!!	Chapter 9 Fri, Apr. 5
Week 12 (4/8 - 4/12)	Survey Research	Chapter 10
Week 13 (4/15 - 4/19)	Field Research RETURN DRAFTS TO STUDENTS DRAFT OF SURVEY DUE	Chapter 11 Fri., Apr. 19 Fri., Apr. 19
Week 14 (4/22 - 4/26 & 4/29)	Agency Records, Content Analysis, Secondary Data RETURN DRAFT SURVEY TO STUDENTS	Chapter 12 Fri., Apr. 26

May 1

Review for exam #3

******Exam # 3 will be given during our scheduled final exam time. This exam will Not be cumulative.**

*****The final, completed research proposal is due during our final exam time.**

SAMPLE ASSIGNMENTS

Research Proposal:

- For this assignment you will produce a draft of the methodology section of your research proposal. Your paper should be typed, double-spaced with no greater than one-inch margins. You should use a normal 12 point font (e.g., Times New Roman, Arial). This paper should be approximately 9 - 11 pages in length. In this section you should consider the following when designing your proposal:
 - What is/are your specific research question(s) and subsequent hypotheses
 - What is your unit of analysis
 - What are your independent and dependent variables
 - How will you operationalize and measure your variables
 - What design (i.e., cross-sectional, longitudinal, experimental, quasi-experimental) are you going to utilize
 - Are you going to use a qualitative or quantitative survey
 - Who and how are you going to sample
 - How will you garner participation from your sample
 - What ethical considerations are apparent from your design? How will you deal with these?
 - What are the limitations of your proposed project.

Sample short answer and essay questions for the exams:

- Consider the following hypothesis:
“Convicted sex offenders who receive chemical castration are less likely to recidivate than offenders who do not receive chemical castration.”
Design a class experiment that would be appropriate to test this hypothesis. In your answer, make sure you clearly discuss all the key components of a classic experimental design.
- What criteria would need to be met before the following statement could safely be made:
“Heavy metal music *causes* kids to commit more violence.”
- The following relationship is considered by some to be spurious. Please identify a third variable that might produce this spuriousness and explain why it might account for the correlation.
“There is a strong correlation between mothers’ cigarette smoking during pregnancy and her offspring becoming delinquent early in adolescence. Therefore, smoking during pregnancy causes resulting children to become delinquent.”

Sample essay questions for the take-home quizzes:

- Assume you are planning to do research to investigate the amount of drug use by students on this campus. Explain how you gather a stratified sample. Now assume that you are unable to get this stratified sample so you have to use convenience sampling instead. How

would you do this? What are the benefits/drawbacks of this approach compared to a stratified sample? Which approach do you think is better? Why?

- In class we watched the video “The Tuskegee Experiment”. In a one-page, single-spaced essay, discuss how the five principles of ethical research relate to the experiment. In your discussion, you should evaluate whether or not the principles were violated and if so, whether the violation was justified.
- We are interested in looking at the relationship between poverty and property offending. We measure property offending by asking the following survey question:
“In the past 12 months, how many times have you intentionally taken something worth more than \$100 that did not belong to you?”
Your task is to write an essay that evaluates the validity of this measurement of property offending. In your answer make sure you discuss the face validity, content validity, and construct validity of this measurement. If you find problems with this measurement (which you should), also discuss how this measure could be improved.
- Compare and contrast the “complete participant” from the “observer-as-participant” roles in field research. Your answer should include a description of each, along with the benefit(s)/ drawback(s) of each.

Sample short answer questions for the in-class quizzes:

- Jack Flack is interested in learning whether or not “The Club”, an anti-theft device for cars, actually prevents a car from being stolen. He interviews individuals who own the device immediately following their purchase and again two years later. Jack discovers that none of “The Club” owners cars have been stolen. He concludes that “The Club” prevents cars from being stolen. Explain why it is inappropriate to draw this conclusion.
- Write a survey item that is both mutually exclusive and exhaustive for a variable named “crime seriousness”.
- Discuss the 2 types of content we gather in content analysis.

Sample in-class, writing review exercises:

- Review the following two samples of student work [instructor will hand out samples].
With a partner evaluate the clarity of writing in each. Which sample is more clear? Why?
How would you improve the other sample?
- Rewrite the following sentences from the passive voice to the active voice [instructor will hand out worksheet].

JEN - FYI - Kelly

CR306: CRIMINOLOGICAL RESEARCH METHODS

Spring 2001

Writing Intensive

CR306 W05 9:15 - 10:15 MWF

CR306 W02 10:30 - 11:30 MWF

Instructor:	Dr. K. J. Hanrahan	Phone:	724-357-2720 (main)
Office:	418 Sutton	E-mail:	hanrahan@grove.iup.edu
Office hours:	Monday 4:00-5:00 ECB 309	Grad.Asst.:	Steve Bailey
	Wed & Fri 1:15 - 3:15 Sutton 418		Office hours to be announced
	and by appointment		

THE COURSE

Catalog Description: An introduction to the basic criminological research methods designed to prepare the student to understand and participate in quantitative and qualitative research.

Course Objectives: This course is a core requirement for the Criminology major and is being offered as **writing intensive**. This means that while the course will focus on the content of research methods, we will use writing -- in class, for out-of-class assignments, and on examinations -- to assist the learning of research methods. Because research projects typically are conducted by groups of researchers, we will also use exercises to increase your experience and skills in group work.

Students should expect to leave this course with: (1) an appreciation of research; (2) the ability to act as an informed consumer of research information; and, (3) the basic skills to contribute substantively to a research project.

TEXT AND MATERIALS

Fitzgerald, J. and Cox, S. (1994). Research Methods in Criminal Justice. 2nd ed. Nelson-Hall.

Additional readings as assigned.

COURSE REQUIREMENTS

Students are expected to attend class regularly and to prepare for class by reading or doing the scheduled assignment. Course lectures and class exercises will follow the reading assignments closely, but will expand on some portions of the material and clarify others. Attendance is required.

The course requirements include: four tests, a variety of short written assignments that will be done both in class and out of class, and a research proposal. In addition, there will be a comprehensive final examination.

TESTS: There will be four 50 point tests during the semester; the tests will focus on class readings and assignments for that particular section of the class (i.e., they are not cumulative). Tests typically will combine objective and essay or problem solving questions.

SHORT ASSIGNMENTS: Students will be given a variety of in-class and out-of-class written and/or group assignments. Instructions and point distributions will be explained at the time of the assignment. If a student is absent when an assignment is given, it is the student's responsibility to find out the assignment and its due date.

RESEARCH PROPOSAL: Each student will submit a research proposal of 8 to 10 pages. The topic will be assigned by the instructor and the assignment will be explained in detail in class. The proposal will be submitted first as a DRAFT and then revised for final submission. DRAFTS ARE REQUIRED. I will not accept a final proposal that I have not reviewed in draft form.

FINAL EXAMINATION: A cumulative 100 point final exam will be given during the scheduled time in finals week. The exam will consist of both objective and essay questions.

GRADING: Final grades will be calculated as follows:

Requirement	Total points possible	Percent of grade
Tests [4 @ 50 points each]	200	40%
In class and out of class writing	50	10%
Proposal <i>draft</i>	50	10%
Final proposal	100	20%

Cumulative final exam	100	20%
TOTALS	500	100%

Grades will be assigned using the standard scale; your total number of points will be averaged and letter grades assigned as follows:

A = 90 to 100%	450 points or more
B = 80 - 89%	400 - 449 points
C = 70 - 79%	350 - 399 points
D = 60 - 69%	300 - 349 points
E = \geq 59%	299 or fewer points

CLASS POLICIES

ATTENDANCE: Students are **required** to attend class. In my experience, students need to be in class to be successful in this course. Students who attend class will be rewarded with extra credits, as described below. There are NO OTHER opportunities for extra credit in this class.

points	Total # absences	Extra credit added to pool of 500
	3 or fewer	10
	4	5
	5 or more	zero

This means, for example, that a student with two absences will have 10 points added to his/her final total of earned points before being averaged by 500. A student who has missed five classes has no extra credits added to her/his total.

Note: Any student who encounters a significant health or personal problem should see me to discuss the situation and make arrangements to deal with it.

ASSIGNMENT DUE DATES & SCHEDULED EXAMS: Assignments will be distributed and their due dates will be announced *in class*. Similarly, test dates (which may differ from the tentative dates listed below) will be announced *in class*. It is your responsibility to know these dates. If you miss class, it is your responsibility to find out if an out-of-class assignment has been given. DO NOT call or e-mail me "to see if I missed anything." Check with a classmate. If you miss an in-class written assignment, THERE IS NO MAKEUP. This is one way in which absenteeism will lower your grade.

MISSED TESTS: Makeup exams will be given only for students who can verify that an emergency or serious illness kept them from the scheduled test. Students must provide evidence of the problem; scheduling makeup tests is the responsibility of the student. No make-up tests will be given after the course is over. Makeup exams will be essay exams.

LATE ASSIGNMENTS: Out-of-class assignments are due at the start of class on the due date. Papers received after that class period will have 4 points per day deducted for each *day* the assignment is late. You may hand in assignments before the due date if you know you will not be in class. **DO NOT** put papers under my office door; either (1) hand them to me or to the Graduate Assistant or (2) bring the paper to the main office and ask the student worker to stamp the "date received," to initial it, and to put it in my mailbox.

CLASSROOM CIVILITY: Creating an effective and pleasant learning environment requires cooperation. Essentially, all we need to do is to treat each other with respect. Please try to be on time, turn off cell phones, etc. Let me know if you have a problem of any kind.

OFFICE HOURS: Please feel welcome to use my office hours and those of the graduate student assigned to work with me this term. My hours are often heavily scheduled, so I recommend setting an appointment. See me before or after class to make an appointment; otherwise, e-mail is the best way to do so. If you do call, leave a message and some good times to reach you.

CR306 RESEARCH METHODS
Tentative Weekly Outline SPRING 2001

What follows is the tentative schedule for the class. The dates are subject to change, depending on class progress. Exact dates for each test and all out-of-class writing assignments (including the proposal) will be announced in class. Students who miss class are responsible for finding out exact due dates.

Week 1 Jan. 17 - 19	Overview of class & requirements Intro. to social science research	Read chpt. 1
Week 2 Jan. 22 - 26	Three research arrangements Point of using research Scientific method	Read chpt. 2

Week 3 Jan. 29 - Feb.2	Ethics Tuskegee video more on ethics Review for test	Out-of-class writing assignment
Week 4 Feb. 5 - 9	TEST 1 The Research Process Theory & research Operational definitions	Study for TEST Read chpt. 3 to p. 45 Review pp. 32-33
Week 5 Feb. 12 - 16	Reliability, validity, precision Types of research designs Descriptive research Explanatory research	Read all of chpt. 3
Week 6 Feb. 19 - 23	Experimental design Quasi-experimental designs Exploratory designs	Out-of-class writing assignment
Week 7 Feb. 26 - Mar. 2	Prediction research Related concepts Review for test TEST 2	Review for test
Week 8 Mar. 5 - 9	<i>SPRING BREAK --</i>	<i>ENJOY IT!!!</i>
Week 9 Mar. 12 -16	Sample designs Probability samples	Read chpt. 4
Week 10 Mar. 19 - 23	Prob. designs con't. Non-probability samples Review for test	Draft PROPOSAL DUE
Week 11 Mar. 26 - 30	TEST 3 Data collection methods Survey -- questionnaires	Read chpt. 5
Week 12 April 2 - 6	Questionnaires, con't Interviews Other survey approaches	Out of class writing assignment

Week 13 April 9 - 13	Observation Secondary analysis	Read chpt. 6
Week 14 April 16 - 20	Content Analysis Physical evidence Review for test	Review for test
Week 15 April 23 - 27	TEST 4 Seeing the "big picture"	Study for test
Week 16 April 30	Review for final exam	FINAL PROPOSAL DUE
FINALS WEEK Friday, 5/4/01 Thursday, 5/10/01	FINAL EXAMINATION 8:00 a.m. May 4 9:15 class 8:00 a.m. May 10 10:30 class	Study for final