



CRCJ 3001- A

Quantitative Methods in Criminology

Course Outline - Fall 2012

Instructor

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Lectures

Time: Thursdays (8:35 - 11:25)

Room: PA 201

Office hours: every morning before class & by appointment

Website: Class materials and PPTs are available on WebCT.

***NOTE.** I am most accessible via email and will, in most cases, get back to you within the same day.

University calendar course description (0.5 credit).

Methods used conducting quantitative research. Topics include measuring and manipulating variables, reliability, validity, sampling, experimental, quasi-experimental designs and ethics.

Precludes additional credit for [CRCJ 3000](#) (no longer offered), [PSYC 2001](#), [PSCI 2702](#), [PSYC 2000](#).

Prerequisites: third-year standing in the B.A Honours program in Criminology and Criminal Justice.

COURSE OBJECTIVES:

The main goal of this class will be to introduce you to the application of the scientific method. This class will be a combination of lecture format, group work, and class activities. It will be an interactive class so that you can maximize your learning using a more applied style. In order to get the most out of this class, assigned readings should be done before class and all necessary materials printed from Web CT. ***More specifically, you will learn:***

1. To understand how science works and how it is applied to the study of criminal behaviour;
2. To learn what needs to be considered when designing a research study for the behavioral sciences (e.g., ethics, participants, procedures, designs etc.);
3. To understand how scientific research is disseminated and how scientific journal articles are structured and written using the American Psychological Association (APA) style;
4. To understand and use a few basic descriptive statistics to summarize data and to use Microsoft Excel to compute basic statistics and to plot graphs;
5. To become a better consumer of scientific information presented to you by developing and applying the necessary critical literacy skills to various scientific articles.

In the end, your research methods class will allow you to develop your knowledge and understanding of research methodology that will support your learning in other classes you will take.

TEXTBOOK:

Gravetter & Forzano (2012). Research Methods for the Behavioral Sciences (4th ed.). Wadsworth.

WebCT

This course has gone GREEN and will use the WebCT site exclusively. This site contains copies of the syllabus, overheads (posted before every class), assignments, readings, and important links. Your grades for the course will be posted on this site (except the final grade). It will be your responsibility to ensure you are familiar with WebCT. **Please be reminded that the use of the discussion board is for course content only. PLEASE BE ADVISED THAT I TYPICALLY CLOSE DOWN THE WEBCT SITE AFTER THE FINAL EXAM HAS BEEN WRITTEN. I SUGGEST THAT YOU KEEP A RECORD OF YOUR GRADES PRIOR TO THE END OF THE SEMESTER.**

Evaluations

Type	% of grade	Brief description
Presentations	25%	15% Presentation and 10% critiques
In class Assignments	30%	APA, data coding, data collection, psychinfo attendance, excel, etc.
Methods paper STAGE #1	10%	Hypothesis, description, and PsychInfo citations of your articles for your research idea.
Methods paper STAGE #2	15%	Write your background
Methods paper STAGE #3	20%	Describe your methodology
INCENTIVE MARKS (December 5th)	Up to 3%	(Participate in 3 Learning Skills workshops)

Supplemental and Grade-Raising Examinations

Supplemental and Grade-raising examinations are **not available** in any courses offered in the Faculties of Arts and Social Sciences and Public Affairs. See Academic Regulation 2.4 of the current Calendar.

ASSIGNMENTS:

All assignments will be completed during class time. Details of the assignments will be provided throughout the semester during class time. Group work is a very important component of learning and will be the format of the in class assignments. Group members are expected to contribute equally to the assignments as the overall mark is a reflection on everyone's work. Please ensure components of the assignments are delegated fairly and equally. You are permitted to miss 1 in-class assignment for any reason. Please ensure that you save this one in case you are sick. If you

have completed all the in-class assignments then the assignment with the lowest mark will be dropped.

METHODS PAPER:

The methods paper is set out in 3 stages in order for you to get all the support you need. This process is intended to model what is done in research whereby multiple reviewers provide feedback/corrections which must be made prior to publication. It is also designed this way so that you can learn to improve your work as you gain experience. My intention is to provide all the support necessary for you to learn how to write for the social sciences and to do this in a supportive atmosphere. Examples will be provided to you as we move along in the course and all marking rubrics will be provided ahead of time. Below is a brief description of the process. ***NO papers will be accepted after the last day of class. If I have no evidence to grade then you will obtain a 0 on the methods paper.***

STAGE 1: This stage will involve finding 5 experimental research articles (not review papers) on PsychInfo from which you will select at least 4 to thoroughly review on your topic of interest. In this stage, I will need the following:

1. A brief paragraph describing your Research Topic.
2. The rationale for your research (e.g why is it important to study this particular area?), your hypothesis
3. The full citation printout from PsychInfo for your 5 references.

At this point it is just to get you started with the paper. You will have a lot of support for using PsychInfo both in class and a working workshop with an expert at the library. If you plan your time well you could essentially have this stage completed during class time. This is to be submitted via Webct. Mandatory attendance at the psychinfo seminar forms part of your grade.

STAGE 2: In this stage I will ask you to write a brief review of at least 4 research articles you have chosen and to use these as the basis to support your research question, your hypothesis, and your predictions (you may include additional citations that are not experimental in nature). This part should not exceed 3-4 double spaced pages. For full marks it must be written in APA style and contain the following:

1. An introduction to the problem
 2. A review of the literature and what has been found before.
 3. A concluding paragraph which describes your research question, hypothesis and predictions
 4. Written in APA style
 5. APA style referencing and reference list
 6. Writing style appropriate for research (third person, factual, concise)
- This section is to be submitted via WebCt.

STAGE 3: In this stage you will then extend what you did in STAGE 2 and set out a methodology section where you will describe your participants, sampling, possible measures, and procedures. You will be expected to discuss:

1. The characteristics of your sample and the sampling technique you will be using.
2. The procedures of your study including how you will recruit and the detailed steps involved in your research (a reader should be able to replicate this without having to speak with you).
3. The generalizability, weaknesses, and implications of your potential findings.
4. That you write in APA style and that your paper is structured in a way that flows.

Once again this will be submitted via WebCT. Feedback received from the presentations should be incorporated to improve this component of your paper.

PRESENTATIONS:

The purpose of this presentation is to present your ideas and obtain critiques from your peers and instructor prior to completing the last phase of your written paper. Each student is required to do a 10 minute presentation on their research paper. The student will be asked to present the background information, the rationale, and the hypothesis (information created in Phases 1-2). They will also be asked to present their research design which will be written for phase 3. This will be followed by 5 minutes of questions. Student

peers will then post their questions and comments about your research design on WebCT, anonymous to you but not to the instructor. These critiques must be based in the content learned in class and must be research based criticisms (e.g., personal criticisms regarding presentation style will not be tolerated). The student can then use this feedback to improve their phase 3 section. This is a very important component of the research process as critical thinking of what other researchers have done forms the foundation of our theoretical and empirical knowledge. Your presentations will be graded for thoroughness, organization, and clarity. The critiques you provide others will also form part of your presentation mark.

EXAMS:

There are NO formal exams in this class

INCENTIVE MARKS:

For an extra 3% you may participate in the Learning skills workshops. In order to earn the incentive marks, one of the workshops **MUST** be "Research Skills". The two others are of your choice. These must be completed by December 3rd. The learning Center will send me a copy of your participation so please ensure you sign in. Failure to do so will mean you do not earn the credit.

Please bring your Carleton ID to the workshop at the Fourth floor, MacOdrum Library. The List of dates can be found at the following link: <http://www2.carleton.ca/sasc/learning-support-services/workshops/> You can register for the workshops using "my success" link at Carleton central. You can also just show up 10 minutes prior to the workshop. You must attend the entire session and sign in on your way out.

IMPORTANT DATES:

FALL

September 6	Classes start.
September 19	Last day for registration and course changes in Fall and Fall/Winter courses.
September 30	Last day to withdraw with full fee adjustment
October 5	University Day – no classes.
October 8	Thanksgiving Day – University closed.
December 3	Fall term ends. Last day of classes, Fall term. Last day for academic withdrawal from Fall term courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for Fall term courses.
December 4–5	No classes take place.
December 6–19	December exams: Final examinations for Fall courses, mid–terms for Fall/Winter courses (includes Saturdays).

CLASS SCHEDULE / READINGS

Week	Date	Topic/Readings
W1	Sep 6	Introduction to the course Research Ideas–Discussion of Topics–Scientific Inquiry <i>Text pp. 1-46</i>
W2	Sept 13	PsychINFO session 8:30–11:30 location in the classroom Mandatory <i>Bring Laptops</i> <i>Text pp 47-70</i> <i>Researching your ideas and obtaining 5 articles</i>
W3	Sept 20	APA style <i>Text pp 487-517</i> Submit STEP #1 of Methods PAPER
W4	Sept 27	Defining and measuring variables <i>Text pp. 71–105</i> Sampling <i>Text pp. 137–156</i>
W5	Oct 4	Experimental research designs vs. Quasi–experimental & correlational designs & Validty <i>Text pp. 195-225</i> <i>Text pp. 227-279</i> <i>Text pp. 281-361</i>
W6	Oct 11	Ethics <i>Text pp 107-136</i> Submit STEP #2 of Methods PAPER
W7	Oct 18	Presentations & Critiques
W8	Oct 25	Presentations & Critiques
W9	Nov 1	Presentations & Critiques
W10	Nov 8	Presentations & Critiques
W11	Nov 15	Presentations & Critiques
W12	Nov 22	Presentations & Critiques
W13	Nov 29	Statistical evaluation of data <i>Text pp. 431-445</i> Submit STEP #3 of Methods PAPER

****Note: This schedule is intended to be a guide and may be subject to change.***

REGULATIONS

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by Nov. 11, 2012 for the Fall term and March 7, 2013 for the Winter term.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>.

PETITIONS TO DEFER

Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last day to withdraw from fall term courses and any other courses that end this term without academic penalty is December 3rd, 2012.

PLAGIARISM

The University Senate defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 B = 73-76 C - = 60-62

A = 85-89 B - = 70-72 D+ = 57-59

A - = 80-84 C+ = 67-69 D = 53-56

B+ = 77-79 C = 63-66 D - = 50-52

F Failure. No academic credit

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

FND "Failed, no Deferral" - assigned when the student is absent from the final exam and has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

IF A STUDENT NEEDS ASSISTANCE WITH...	REFER TO...	CONTACT INFORMATION
<p>...understanding academic rules and regulations</p> <p>...choosing or changing their major</p> <p>...finding a tutor</p> <p>...academic planning guided by an Academic Advisor</p> <p>...polishing study skills</p>	<p>Student Academic Success Centre (SASC) <i>"Helping students build a foundation for academic success by facilitating services that foster personal direction and academic competence"</i></p>	<p>302 Tory Building 613-520-7850 http://www2.carleton.ca/sasc/</p> <p>No appointment necessary as all students are seen on a walk-in basis.</p>
<p>...developing a coherent pattern of courses in the major and consultation about opportunities for graduate and professional study</p>	<p>Undergraduate Program Advisors</p>	<p>Consult the individual departmental website</p>
<p>...a learning disability</p>	<p>Paul Menton Centre <i>"Integration, Individualization, Independence"</i></p>	<p>500 University Centre 613-520-6608 http://www2.carleton.ca/pmc/</p> <p>Students can call or drop in to make an appointment</p>
<p>...developing writing skills</p>	<p>Writing Tutorial Service</p>	<p>4th Floor, Library 613-520-6632 http://www2.carleton.ca/sasc/writing-tutorial-service/</p>
<p>...peer assisted tutoring for pre-identified, notoriously difficult courses</p>	<p>Peer Assisted Study Sessions <i>"PASS workshops integrate how-to-learn (study skills) with what-to-learn (course content) in a fun, relaxed environment."</i></p>	<p>Learning Support Services http://www2.carleton.ca/sasc/peer-assisted-study-sessions/</p>
<p>...polishing English conversation skills, or proof reading (International students only)</p>	<p>International Student Services Office</p>	<p>128 University Centre 613-520-6600 http://www1.carleton.ca/isso/</p>
<p>...Library and Research help; Learning Support and IT support</p>	<p>Staff at MacOdrum Library (reference services desk)</p>	<p>http://www.library.carleton.ca/ 613-520-2735</p>
<p>...coping with stress or crisis</p>	<p>Office of Student Affairs or Health and Counseling Services</p>	<p>Either ext. 2573 or http://www.carleton.ca/studentaffairs or www.carleton.ca/health</p>