



CRCJ 3001- C

## Quantitative Methods in Criminology

Course Outline – Fall 2013

### CLASS INFORMATION:

**Lecture Dates:** September 11<sup>th</sup> – December 4<sup>th</sup>, 2013

**Lecture Time:** Wednesdays 8:35-11:25 AM

**Location:** SA 318

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

**Precludes additional credit for:** PSYC 2001, PSCI 2702, PSYC 2000

**cuLearn:** Class materials and PPTs will be available

### INSTRUCTOR INFORMATION:

**Instructor:** Donna Mailloux

**Office:** TBA

**Phone :** TBA

**E-mail :** [Donna.Mailloux@carleton.ca](mailto:Donna.Mailloux@carleton.ca)

All correspondence between the instructor, TA's, and the students must be done using a Carleton e-mail address. Instructors and TA's are not permitted to reply to e-mails originating from another source. Please note that I am most accessible via email and will typically respond within a few hours.

**Office hours:** I will hold office hours a half hour prior to and after every lecture in the classroom.

Additional office hours will be made by appointment only.

### TEACHING ASSISTANT INFORMATION:

**\*\*Please note that is the responsibility of the teaching assistants to grade your work. Please contact the TA responsible for your assessment first if you have any questions about your grades.**

**Name:** Matthew Lye

**E-mail:** MatthewLye@cmail.carleton.ca

**Office:** Starbucks in the concourse

**Office hours:** Tuesdays 1-2 PM

## **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 (OPTIONAL):**

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

## **cuLearn (website):**

### **CHECK cuLearn regularly!**

On this site you will find the course outline, schedule, several discussion forums, updates, in class assignments, grades, and a variety of useful links. It is going to be a dynamic space with many opportunities for you to make a meaningful contribution to the course and connect with your peers. The discussion forums represent an excellent place in which to ask questions of your colleagues, the instructor, and the TA's, and to share your thoughts on the material, post interesting and relevant links, arrange study groups, etc. The discussion forums are monitored and only course related and appropriate content is permitted to be posted. You are encouraged to discuss any personal issues/views you have related to the course and/or your learning directly with the instructor as the discussion boards are not the forum for this type of discussion.

## EVALUATIONS:

Type	% of grade	Brief description
Presentations	20%	10% 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	20%	Write your background
Methods paper STAGE #3	20%	Describe your methodology

## EVALUATION DETAILS:

**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

**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 8 experimental research articles (not review papers) on PsychInfo from which you will select at least 5 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?) and a statement of 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 CULearn. 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 **5** 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 CULearn.

**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 CULearn. Feedback received from the presentations should be incorporated to improve this component of your paper.

**PRESENTATIONS:** The purpose of the 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 CULearn, 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!

#### **POLICY ON MISSED ASSIGNMENTS:**

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. ***NO papers will be accepted after the last day of class.***

#### **POLICY ON SUPPLEMENTAL AND GRADE RAISING ASSESSMENTS:**

Supplemental and Grade-raising examinations are **not available** in any courses offered in the Faculties of Public Affairs. If assignments are not completed, the Department does not support the reweighting of assignments (e.g., offering an exam that is worth 100% of the final grade). See Academic Regulation **2.4** of the current Calendar.

#### **IMPORTANT DATES:**

<b>September 5th</b>	Classes start.
<b>September 18th</b>	Last day for registration and course changes in fall courses.
<b>September 30th</b>	Last day to withdraw with full fee adjustment.
<b>October 28-Nov 1</b>	Fall break. No classes.
<b>November 8th</b>	Last day for PMC submissions for accommodations for final exams.
<b>November 28th</b>	Last day for tests or examinations in courses below 4000 level before the Final Examination period.
<b>December 9th</b>	Fall term ends. Last day of classes. 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.
<b>December 11-22</b>	Final examinations for fall courses.

## CLASS SCHEDULE

Week	Date	Topic/Readings
W1	Sep 11	Introduction to the course Research Ideas-Discussion of Topics-Scientific Inquiry <i>Text pp. 1-46</i>
W2	Sept 18	PsychINFO session 8:30-11:30 location in the classroom Mandatory <b><i>Bring Laptops</i></b> <i>Text pp 47-70</i> <i>Researching your ideas and obtaining 8 articles</i>
W3	Sept 25	APA style <i>Text pp 487-517</i>  <b>Submit STEP #1 of Methods PAPER</b>
W4	Oct 2	Defining and measuring variables <i>Text pp. 71-105</i> Sampling <i>Text pp. 137-156</i>
W5	Oct 9	Experimental research designs vs. Quasi-experimental & correlational designs & Validity <i>Text pp. 195-225</i> <i>Text pp. 227-279</i> <i>Text pp. 281-361</i>
W6	Oct 16	Ethics <i>Text pp 107-136</i>  <b>Submit STEP #2 of Methods PAPER</b>
W7	Oct 23	<b>Presentations &amp; Critiques</b>
	Oct 30	<b>No class- Fall break</b>
W8	Nov 6	<b>Presentations &amp; Critiques</b>
W9	Nov 13	<b>Presentations &amp; Critiques</b>
W10	Nov 20	<b>Presentations &amp; Critiques</b>
W11	Nov 27	<b>Presentations &amp; Critiques</b>
W12	Dec 4	Statistical evaluation of data <i>Text pp. 431-445</i>  <b>Submit STEP #3 of Methods PAPER</b>

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

## REGULATIONS

### REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** 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. For more details see the [Student Guide](#)

**Religious obligation:** 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. For more details see the [Student Guide](#)

**Students with disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

### 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. A medical certificate or other relevant documentation must fully and specifically support the request. 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 other courses that end this term without academic penalty is December 9, 2013. The last day to withdraw from winter term courses and two-term courses without academic penalty is April 8, 2014.

### OFFICIAL FINAL EXAMINATION PERIOD

Fall courses: December 11-22 (may include evenings & Saturdays) 2013.

Winter courses & Full-Term courses: April 11-26 (may include evenings & Saturdays) 2014.

For more information on the important dates and deadlines of the academic year, consult the [Carleton 2013-2014 calendar](#).

### PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentional 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 Deans of the Faculty conduct 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 range from a mark of zero for the plagiarized work to a final grade of "F" for the course, and even suspension from all studies or expulsion from the University. For more information, consult the University's [Academic Integrity website](#).**

#### 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.**

**The course instructor, subject to the approval of the Chair and Faculty Dean, determines standing in a course.**

#### RESOURCES (613-520-2600, phone ext.)

<b>Institute of Criminology and Criminal Justice</b>	<b>613-520-2588 (Loeb C562)</b>
<b><a href="#">Registrar's Office (3500)</a></b>	<b>300 Tory</b>
<b><a href="#">Student Academic Success Centre (7850)</a></b>	<b>302 Tory</b>
<b><a href="#">Paul Menton Centre (6608)</a></b>	<b>500 Unicentre</b>
<b><a href="#">Writing Tutorial Service</a></b>	<b>4<sup>th</sup> floor Library</b>
<b>Tutor referral services</b>	<b><a href="http://www1.carleton.ca/sasc/learning-support-services/tutor-referral-service/">http://www1.carleton.ca/sasc/learning-support-services/tutor-referral-service/</a></b>
<b><a href="#">Learning Support Services</a></b>	<b>4<sup>th</sup> floor Library</b>