

San José State University

Course and Contact Information

Instructor:	Allison Martin, Ph.D.
Location:	Oceanside, CA
Email:	allison.martin@sjsu.edu
Office Hours:	Tuesday 9am-10am through Zoom https://sjsu.zoom.us/j/415779048
Class Days/Time:	Asynchronous online
Prerequisites:	JS 10, JS 12, JS 25, or FS 11 with a grade of “C” or better; JS 15 or STAT 95 or equivalent with a grade of “C” or better; JS 100W with a grade of “C” or better. Justice Studies Minors: Any 100W and Upper Division Standing.

Course Description

Introduction to quantitative research methods used in Justice Studies. Includes relationship of theory to empirical evidence; logic underlying methods of inquiry; ethics in conducting empirical research; and

graduates work in a multitude of settings including probation, parole, corrections, law enforcement, crime labs, and nonprofit agencies, or they continue their education in law school or other graduate programs.

This degree program is housed in the Department of Justice Studies. More information is available at www.sjsu.edu/justicestudies/

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

CLO 1. demonstrate a detailed understanding of the quantitative research methods commonly utilized to conduct empirical research in the areas of social and criminal justice.

CLO 2. write a research report in the area of social or criminal justice that applies proper research methodology.

CLO 3. understand core concepts and competencies in criminological and justice research including ethical

The Academic Counseling Center for Excellence in the Social Sciences (ACCESS) provides General Education advising for undergraduate students majoring or intending to major in any of the departments in the College of Social Sciences (CoSS). ACCESS Academic Advisors are committed to helping you develop a clear path to graduation and supporting your academic success.

Office Hours: Monday-Thursday 8:00 AM - 5:00 PM and Friday 9:00 AM-4:00 PM. You can schedule an appointment and find more information at sjsu.edu/access.

Course Requirements and Assignments

Weekly readings and assignments can be found in the syllabus, as well as on the Modules tab on Canvas. Each module will become available on Monday at 12:00am PST and will close by Sunday at 11:59pm PST of their respective week (see course schedule below); Please take special note of assignment due dates, particularly to weekly discussion board responses, which are due mid-week. Late assignments will not be accepted.

Students are expected to log onto Canvas 3-4 times per week, or if possible, log on daily, to check for updates and announcements. You are also expected to check your university email account regularly. There will be cut-off times that will close Canvas modules. Students who anticipate missing the cut-off times are responsible for making arrangements with the instructor prior to the cut-off times.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Introduction through Google Slides

This assignment is meant for the class and the instructor, to get acquainted with you. We will all collaborate on one Google Slides Presentation to introduce ourselves and get to know one another. Further directions will be posted to Canvas. This assignment will be due before the end of the first week of class (see Course Schedule).

Discussion Boards and Class Participation

Throughout this course there will be discussion boards or other weekly required class participation activities, such as collaboration on media platforms. Class participation is required in discussions and activities. For discussion boards, you are to provide thoughtful and original discussions based on the weekly readings and course material in a manner that uses critical thinking skills and is respectful to other students. Discussion boards will be heavily graded on your use of reading material and the conversations you have with other students. Each week, you must incorporate the assigned material; in other words, make reference to the textbook and supplemental readings where appropriate. When using evidence in your discussion posts, you must cite the source using APA format in-text, as well as cite at the end of your post. If you need assistance on APA format, visit <https://owl.english.purdue.edu/owl/resource/560/01/>.

You are required to be an active participant in the class, which means that you are to prepare your own discussion board threads, read other students' discussion threads, and respond to other students' threads with substantive observations. This course will ask students to make a claim regarding the weekly discussion board posts, and support that claim with reason and evidence. The written work you submit will reflect your own thinking about information you obtain from the required readings

in length, in a Word document equivalent. Students will then respond to **TWO** other student's original posts, as well as any questions I may ask regarding their post **by Sunday at 11:59pm**, when the weekly topic will close. These posts should be approximately ½ page for each reply. Be sure to use references to reading material in all the posts you can, especially when agreeing with or refuting points made by your peer. Responses consisting of a lack of thought as in "I agree" or "great thought" will not count as a quality response.

If I pose a question to your post, it will be by Saturday, so be sure to check to see if I have posted on your discussion board anytime on Sunday; please keep in mind that if you do not see a post by me from that week, then I did not ask you a question and you are not required to respond. Please also regularly check your university email account, as class follow-up questions will also be asked through email. Required responses to other students must be on their original post, not on the question they pose to you. This idea here is to keep the conversation going; you will discuss with other students, as well as with the instructor.

Posts that exceed expectations (grade of an "A+") will be reserved for those who have integrated material thoughtfully and have shown a true interest in the topic for the week (e.g., responds to other students who have commented on their original posts and checks other conversations in the discussion board thread). Please keep in mind that a grade of an "A+" is defined as "exceptional quality work." Logging into Canvas later in the day on Sunday, will give you the best opportunity to close out any open conversations from the week. If you are unable to login on a particular Sunday, then please email me in advance.

Students are required to use grammar and sentence structure that is consistent with college level writing as well

1/30 – 2/5	Module 2: Crime, Criminal Justice, & Scientific Inquiry	Maxfield and Babbie (2018) Chapter 1 Hartley (2011) Discussion Board #1
2/6 – 2/12	Module 3: Foundations of Criminal Justice Research	Maxfield and Babbie (2018) Chapter 2 Votaw (2020) Discussion Board #2
2/13 – 2/19	Module 4: Ethics and Research	Maxfield and Babbie (2018) Chapter 3 Watch: Do you have to be a criminal to study crime? Listen: Ethics of studying crime Discussion Board #3
2/20 – 2/26	Module 5: General Issues in Research	Maxfield and Babbie (2018) Chapter 4 Rennison and Hart (2023) Kansas City Gun Experiment Discussion Board #4

