

CRMJ 2685 Research Methods
Spring 2020 | 4 credits
Tuesday & Thursday 9:00 – 10:50 am

Instructor: Kimberly Schweitzer, Ph.D.
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Arts & Sciences Room 307 (on the North side of A&S)
Office Hours: Tuesday 3 – 5pm & Thursday 11am – 12pm
Note: I am also available by appointment. Send me an email, and we will set up a time that works for the both of us.

Teaching Assistant: Nicholas Michalski
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Biological Sciences Room 136
Office Hours: Monday 11am – 12pm & Friday 11am – 12pm

Required Text: NONE (cue happy dance)

Note: If this freaks you out, you would like another resource, or you have an extra \$120 you're dying to spend, I recommend this text:
Bachman, R. D., & Schutt, R. K. (2017). *The practice of research in criminology and criminal justice* (6th ed.). Thousand Oaks, CA: Sage Publications, Inc.

Prerequisites: Criminal Justice Major

Recommended Pre/Co-requisites: CRMJ 1000, STAT 2050 or 2070, ENGL 1010

Course Description & Goals:

This course is designed to introduce you to the methods used to investigate and conduct scientific research. Throughout this course, you will learn how to be a better consumer of research. Research findings are easily misrepresented by news outlets and others attempting to convey the results. By the end of this course, you should be able to determine what is good research and what scientific findings actually mean (and do not mean), allowing you to better understand the vast array of information presented to you on a daily basis. By the end of this course, you should also be able to develop a research question and hypothesis, write a clear and concise review of the current literature, collect and analyze data, and interpret and discuss results. To do that effectively, you will need to be able to write and communicate well; this course will help you with these skills.

Grading Details:

In-Class Activities (~123 points): To aide in your understanding of the topics we will be covering, there will be numerous in-class activities. You **MUST be present IN CLASS** that day to obtain the points from the activity. In other words, **these points CANNOT be made up** unless your absence is sanctioned by the Office of Student Life or because of participation in a University-sponsored activity. Either way, talk to me beforehand.

In-Class Knowledge Assessments (40 points): In addition to the in-class activities, we will also have in-class knowledge assessments each worth five points after every section

we cover for the first two exams. These assessments are to ensure all students are understanding the material as we are learning it, allow me to reteach anything that wasn't understood, and to give you practice exam questions. As with the in-class activities, **you have to be in class to earn these points** and there will be **no make-ups** allowed (exceptions for university-sanction events).

Research Project (~197 points): To apply what you have learned in class and to expose you to the actual process of conducting and communicating research, you will be asked to write up and communicate research findings from a study you conduct based off of an idea you generated with your classmates. Although the research idea will be generated with your classmates, most components of this assignment will be individual in nature. Details will be discussed in class and are on the course webpage. Your project will be submitted in parts, with the final complete submission utilizing the feedback you were given on the earlier drafts. Each part must be uploaded directly into WyoCourses. In addition to the written component, each group will give a presentation regarding their research where they will need to cover the four main components of their research papers (i.e., introduction, method, results, and discussion). I know giving presentations in class is stressful and anxiety provoking for some. However, communicating your findings is an integral part of doing research, and I would like to believe that your classmates want to hear about your studies! After all, they did participate in them.

Exams (200 points): There will be two regular (non-cumulative) and one optional cumulative final worth 100 points each. Questions will come from the lectures, reading assignments, handouts, and in-class activities and knowledge assessments and will be multiple choice, true or false, fill in the blank, and short answer. Before Exam 1 and 2, there will be a review session. If you take all three of the exams, the lowest of your exam scores will be dropped. Because only two of the three exams will count towards your final grade, you also have the option to not take one of the exams. This should compensate for you having an 'off' day or for any unexpected events that may interrupt your exam preparation. Because you are only required to take two of the three exams, there will be **NO make-up exams** given unless your absence is sanctioned by the Office of Student Life or your absence is because of participation in a University-sponsored activity.

Other Methods of Assessment (~30 points): Throughout the course, there may also be other ways in which you will be assessed. Instructions for any of these assignments will be discussed in class and/or posted on WyoCourses.

Extra Credit:

SONA Research Participation: To better understand the research process, I encourage participation in research that is being done through the Psychology and Criminal Justice departments by offering up to 10 points of extra credit for SONA participation (one point of extra credit for each half hour of SONA participation, up to five hours). The SONA coordinator will provide more information in class.

Additional opportunities for extra credit will be announced in class *if* they arise.

Grade Breakdown:

A	90 – 100%	C	70 – 79%	F	0 – 59%
B	80 – 89%	D	60 – 69%		

Attendance: As with many college classes, attendance in this class is not a part of your grade. That said, I strongly suggest you attend every class, as material covered in class will be used to assess your knowledge. Additionally, a portion of your grade will come directly from in-class activities. Thus, to earn those points, you *must* be in class.

Email Policy: Email is the best and easiest way to contact me with your questions. However, please refer to this syllabus and the course webpage before emailing me. I am more than willing to answer your questions, but past experiences have shown that the majority of students' questions can be answered through a quick search of already possessed materials. Typically, I reply to emails the same day. Monday through Friday expect a response within 24 hours, unless I let you know I am sick or out of town; Saturday and Sunday, expect a response by the end of Monday (holidays are an exception). **If this does not happen, PLEASE email me again.** I receive a lot of emails and sometimes they get lost in the shuffle. If you have a question regarding an assignment, emailing me at 3am the morning it is due is not the best idea. Email me a couple of days before instead. If your question is specific or elaborate and requires a more detailed response, email me and we can set up a time to meet and chat about it.

Email Etiquette: When you contact me via email, I expect your email to follow proper emailing etiquette. This means starting the email with a greeting; the body of the email should contain complete sentences and proper grammar, spelling, and punctuation; and you should end the email with your name. I understand many of you email from your phones. I do, too, but, that is not an excuse. Take 30 seconds and read your email before hitting send. Thank you in advance!

Plagiarism: Plagiarism can occur in many ways. Most obviously, plagiarism occurs when one directly takes text from a source and does not put it in quotations and/or cite the source. Plagiarism that is somewhat less obvious to students is paraphrasing knowledge attained from a source and not crediting that source. **Any information discussed in your assignments for this course that is not common knowledge** (e.g., The sky is blue.) **or your own opinion** (e.g., I like hedgehogs.) **MUST be cited properly.** Plagiarized work will not be allowed. If you are unsure how to properly cite your sources, please contact the Writing Center, reference the APA manual or any of the numerous online resources (e.g., Purdue Owl), or speak with myself or the TA.

Writing Center: I highly encourage *every* student to visit the UW Writing Center *prior* to turning in written assignments. In as short as a 30-minute appointment, the Writing Center consultants can help improve your writing and, therefore, your grade. To make an appointment, click "Schedule a Consultation" at <http://www.uwyo.edu/ctl/writing-center/index.html>.

Classroom Climate & Conduct: See WyoCourses for policies regarding *academic dishonesty, classroom behavior, diversity, and duty to report.*

Learning Effectiveness Tools: See WyoCourses for policies regarding *disability support services, changes to the syllabus, and student resources.*