



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: CJ

Course and Section #: 4880-X01

Course Title: Research Methods in Criminal Justice

Credits: 3

Course Description

Explores the methods of research used by criminal justice educators and practitioners. Introduces the application of basic research practices to law enforcement and corrections problems. Includes the use of the American Psychological Association (APA) style.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Megan Raines

Student Learning Outcomes

Explain the basic types of research in which criminal justice educators and practitioners engage.

Construct the essential elements of ethically conducting research.

Apply the principles associated with using the American Psychological Association (APA) style.

Measure published research and critically evaluate its overall quality.

Conduct a comprehensive literature review, write a research proposal, and be able to conduct basic research under close faculty supervision.

Course Materials and Texts

The Practice of Research in Criminology and Criminal Justice
Eighth Edition

Ronet D. Bachman - University of Delaware, USA

Russell K. Schutt - University of Massachusetts Boston, USA

592 pages | January, 2023 | SAGE Publications, Inc

Course Requirements

Course Assignments, Assessments, and Grading Policy

Grading and Late Work Statement

Grading Scale:

The following grading standards will be used in this class:

[Instructions: Include the Grading Scale by modifying the table or including your own. The grading scale may be in either points or percentages.]

Grade

A A- B+ B B- C+ C C- D+ D D- E

Percent

94-100 90-93 87-89 83-86 80-82 77-79 73-76 70-72 67-69 63-66 60-62 0-59

Assignment Categories

Activity

Point

Percent

Chapter Note Assignments

130

23%

Discussions

80

13%

Other & SRI

15

1%

Drafts

180

30%

Final Research Proposal

200

33%

Late Work Statement:

The best way to be successful in this course is to submit all assignments by their due date. All assignments are available from the term's beginning, and you can work ahead. Discussion participation must occur as per the due dates.

If you need more time to meet the due date, contact your instructor as soon as possible. Suppose you are unable to contact the instructor ahead of the due date. In that case, you will be expected to provide appropriate documentation, such as a doctor's note, to be allowed to turn in an assignment late.

Assignment and Assessment Descriptions

Review Instructor Feedback

You will be able to view my comments and feedback on your assignments as shown below:

View Instructor Comments [Links to an external site.](#)

View Annotated Feedback [Links to an external site.](#)

Assignments:

The culminating assignment for this course is the Final Research Proposal. Throughout the semester, you will develop and discuss sections of the research proposal and receive actionable feedback on your assignments, which you can implement in your Final Research Proposal.

Other assignments consist of simple getting started and ending assignments, including Update Profile/Notifications, Introduce Yourself, and completing the Student Rating of Instructor (SRI) at the end of the semester.

Discussions:

Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. Comments that add little to a discussion will receive no credit. It is okay to disagree in a discussion. Much learning happens when we disagree. However, we need to be respectful and keep our online classroom a safe place to learn.

Discussions are due on their due date. Follow-up comments are due by Sunday. Follow-up posts are expected to be after the due date and are NOT marked late. Discussions will conclude by Sunday (until date). After this, you will be unable to post.

Assessments:

The major assessments for the course are the draft portions of your final research proposal, the survey, and the final research proposal. These assignments will tell you what you have learned during the semester.

Each module will include an optional/no points Students Helping Students discussion that can be extremely helpful. Consider participating.

Required or Recommended Reading Assignments

Bachman Chapter 1, Science, Society, and Criminological Research.

Research Proposal Guidelines.

Read the following article from a researcher who examines how wrongful confessions occur and how our reasoning can be incorrectly influenced.

You Can Be Convinced to Confess to an Invented Crime, Study Finds

Read Bachman Chapter 2: The Process and Problems of Research

Read Bachman Chapter 3, Ethical Guidelines for Research Measurement.

Read Bachman Chapter 4, Conceptualization and Measurement.

Read Bachman Chapter 5, Sampling.

Read Bachman Chapter 6, Causation and Research Design.

Read Bachman Chapter 7, Experimental Designs.

Read Bachman Chapter 8: Survey Research.

Read Bachman Chapter 9: Qualitative Methods: Observing, Participating, and Listening.

Read Bachman Chapter 10: Analyzing Content: Research Using Secondary, Historical, and Comparative Data, Content Analysis, and Visual Criminology.

Read Bachman Chapter 12: Evaluation and Policy Analysis.

Read Bachman Chapter 13: Mixing and Comparing Methods.

General Description of the Subject Matter of Each Lecture or Discussion

Module 1: What is CJ Research and Why Should You Care?

Module 2: The Backstage Tour to Research (Literature Review)

Module 3: Avoiding Harm to Humans in Research (Ethics)

Module 4: What is a Chair and Why You Should Care? (Conceptualization and Measurement)

Module 5: Does Your Costco Sample Taste Like Mine? (Sampling)

Module 6: Eating Vegetables Puts Hair on Your Chest! (True/False) (Causation and Research Design)

Module 7: What does the Gold Standard of Research Mean and Why You Should Care? (Experimental Designs)

Module 8: Do You Like Chocolate or Vanilla? (Yes/No) (Survey Research) (2 weeks)

Module 9: Can you see the Forest for the Trees? (Qualitative Methods and Analysis)

Module 10: Research Proposal Draft

Module 11: Are you comparing Apples and Oranges or do you have a Prune? (Analyzing Content)

Module 12: Avoiding Unintended Consequences (Evaluation and Policy Analysis)

Module 13: What's in Your "Blue Ribbon" Research Recipe? (Mixing and Comparing Methods)

Module 14: Final Research Proposal Submission

Required Course Syllabus Statements

Generative AI

Use of AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts you must develop over time to develop your voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g., ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

Brainstorming and refining your ideas;
Fine-tuning your research questions;
Finding information on your topic;
Drafting an outline to organize your thoughts and
Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
Completing group work that your group has assigned to you unless it is mutually agreed upon that you may utilize the tool.
Writing a draft of a writing assignment.
Writing entire sentences, paragraphs or papers to complete class assignments.
You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please contact me for a conversation before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.