

Fayetteville State University
College of Arts and Sciences
Department of Criminal Justice
CRJC 550 D1: Statistical Applications in Criminal Justice
Fall 2011

I. Locator Information:

Instructor: Dr. Michael DeValve, Associate Professor

Course # and Name: CRJC 550 D1; Statistical Applications in CJ

Semester Credit Hours: 3

Day and Time Class Meets: online

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Office Location: Lauretta J. Taylor, Room 308

Office Hours: W: 10-12, 1:30-3:30; TR 10-12 OBA

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FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. Course Description:

This is a required course which provides a foundation for the use of statistical methods in criminal justice and public affairs research. It will review fundamentals of research, showing the interplay between the research, the statistical method, and the interpretation. The course includes a lab that involves computerized data analysis.

III. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook:

The following books are required for this course:

- Bachman, R. & Paternoster, R. (2008). *Statistics in Criminology and Criminal Justice (3rd ed.)*. New York: McGraw-Hill. **(BP)**
- Kirkpatrick, L. A. & Feeney, B. C. (2010). *A Simple Guide to SPSS for Windows for Version 17*. Belmont, CA: Wadsworth, Cengage Learning. **(KP)**

Additional reading materials will be assigned as needed to meet course objectives and facilitate student learning outcomes.

V. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Identify the purpose of statistics in criminal justice
- Recognize how data collection influences statistical analyses
- Analyze data and interpret results
- Differentiate statistical techniques for application
- Employ statistical software in data analysis

VI. Course Requirements and Evaluation Criteria

a. Grading Scale

Students can earn up to 655 points for their course grade. Please see the scale below linking the specific letter grade associated with a given point range.

A = 655 to 589	A = Exceptionally High
B = 588 to 524	B = Good
C = 523 to 458	C = Satisfactory
F = 457 to 0	F = Failing

b. Attendance Requirements

“Attendance”, or participation, will be monitored closely. Students are expected to log in and interact regularly, and to complete all assignments on time. Toward that end, I will monitor the regularity of your logging-in to the Blackboard site. A student will receive an interim grade of X if he/she does not attend class during the first week of the semester/term, so be sure to be active as soon as the course starts.

c. Graded Assignments

Grades for this class will be based on student performance of these activities: discussion board forums, homework problem sets, and exams.

Discussion Board Forums

Online discussion, using the discussion board format, will be an important part of this course. A discussion board forum, consisting of one or more questions, will be posted for each week of the semester except for the weeks in which there is an exam. The forum will consist of one or more questions for students to answer.

There will be 6 topical discussion board forums and one introduction forum administered during the semester. Unless otherwise noted, each discussion board forum will be worth 15 points. The score you receive will be based on both the quantity and quality of your contributions. Grading will be based on various criteria: 1) whether you follow instructions (chiefly, to submit one post and make substantive responses to two others); 2) the quality of your commentary and 3) your presentation (grammar, spelling). I will pay especially close attention to whether your contribution demonstrates responsiveness to the reading assignments, other course materials, issues brought up in class, and your fellow classmates. **Note: Merely putting up three posts will not guarantee either a passing grade or even full points for that week’s discussion board.**

All students must respond to the initial discussion question posted by the instructor **within 72 hours** of the opening of the discussion board, and **must reply to at least two (2) posts by fellow students by its closing time.** Therefore, **each student must contribute at least three posts to each discussion question.**

- **POSTING THREE TIMES IS THE MINIMUM REQUIREMENT.** Even if the one or two posts you do provide are excellent, **if you do not provide three posts that meet course requirements during the week for a discussion topic, you will receive a zero for that discussion board.**
- **GENERALLY SPEAKING, MEETING THE MINIMUM POSTING REQUIREMENTS DOES NOT GUARANTEE PASSING GRADES OR HIGH MARKS FOR THAT WEEK’S DISCUSSION QUESTION.** Participating in a discussion board is not like punching a time clock. You are expected to thoughtfully and completely contribute to an ongoing exploration of the issues introduced in the class. Postings that are skimpy on thoughtful content (e.g., variations of “Good point, Orville”) or which

demonstrate superficial engagement with the class (three posts made over a time span of a few hours) will not receive good scores.

- Except for the first day of class, the discussion board questions will be provided on early **Thursday morning by 12:05 a.m.** Unless otherwise noted, students will have until the **following Wednesday night (11:55 p.m.)** to engage in the discussion of the week's topics.

Students should subscribe to the forums in order to receive email alerts about postings, and better keep up with the class. You will not get credit for any contributions made to discussions after the specified time/date. That said, sometimes it is worth continuing discussions after due dates. Although credit cannot be offered for comments after the due date, I will note thoughtful participation regardless of due dates, supplemental to minimum standards; such notation has benefits in the context of A/B or B/C decisions.

Below are guidelines for completing the discussion board posts. Please adhere to them as closely as possible in order to maximize your points in your posts.

1. **The initial post must be a serious attempt to address the question asked.** The length and breadth of your posts should be more than mere description of the subject matter, or simplistic answers to a question. **This INITIAL post should be AT LEAST TWO (2) FULL PAGES**
2. The posts that get the most points demonstrate a deeper understanding of the readings with ample references to the ASSIGNED readings. **The posts are not simply opinion pieces. I expect you to read the material, analyze and synthesize the information and present it in a logical, systematic manner.**
3. **You should use the text assigned in this course as your primary source of information, unless otherwise instructed.** There is AMPLE information in your assigned reading, so for most questions, you do not have to go outside of the course for additional information. Your grade for your post will be based on your understanding of the assigned reading, but also steer you back on the right track should you deviate.
4. When you cite information from another source, whether it is the text or somewhere else, use appropriate APA-style citations. **Under NO CIRCUMSTANCES should you post information taken word-for-word from the text or any other written material without proper citation. Please see the policy below on academic dishonesty.**

Because this course is a seminar rather than a lecture-based course, my role is to facilitate the discussions of the subject matter. Just because you do not see posts from me does not mean that I am not there in the discussion board. More importantly, if you do see a posting from me, you should pay close attention to it (even if it is not directly addressed to you) and respond accordingly. Your role is to engage fully with the reading material and other course materials provided and to learn together as you discuss these materials with each other.

I will monitor your discussions; your grade in this area will be based on both quantity and quality of your contributions. In other words, I will keep track of how often you post contributions to class discussion and I will pay attention to whether your contributions demonstrate responsiveness to the reading assignments, other course materials, and to each other. Everyone is required to take part in all discussions.

Grading Rubric for Discussion Boards

Discussion postings that meet all criteria for a grading category will receive the highest points possible at that level. Postings that meet mixed levels of criteria will receive a score within the point range of the appropriate category. Note: This rubric assumes a discussion board forum worth 20 points. It will be adjusted accordingly for forums worth different point totals.

Excellent Postings (18.4 - 20 points)

- The initial post is made by the second day of the start of the discussion board forum.

- Postings occur over several days and time; all postings do not occur on the same day
- Postings are insightful thorough and interesting
- A serious effort is made to frame both initial and response discussion posting in such a way as to encourage others to reply
- Posting generates questions and opens up avenues for discussion
- Posting demonstrates a thorough understanding of the reading assignment and is substantiated by several examples from the textbook
- Substantive participation beyond the required number of postings
- Writing is polished; few to no grammar, spelling or mechanical errors present; alternately, errors do not interfere with presentation of the content.

Good Postings (between 18.3 -14.8 points)

- The initial post is made by the fifth day of the start of the discussion board forum.
- Postings occur within a short time frame (days and time)
- Postings are interesting but lack insight and depth
- Some obvious effort is made to frame initial and response posts to encourage others to reply
- Postings occur within a short time frame (days and time)
- Postings demonstrates an understanding of the reading assignment but is not substantiated by examples from the textbook
- Writing is adequate; postings contain some spelling, grammar or other mechanical errors that at times interfere with presentation of the content.

Poor Postings (0 - 14.7 points) **NOTE: it is possible to receive 0 points even when you post

- Failing to provide 3 postings
- Initial post is made on or after the sixth day of the discussion board forum
- Superficial engagement with the discussion board, as shown by actions like these:
 - o Failing to respond either to direct questions by the instructor or to instructor-driven efforts to shift the focus of the discussion.
 - o "Drive-by posting" - All postings are brief and shallow, and made all on the same day and/or within a few hours of each other
- All postings are made within the last 36 hours of the discussion board
- Postings demonstrate little or no understanding of the reading material/assignment
- Postings do not address the question, and/or focuses largely on recounting personal opinions or experiences
- No obvious effort is made to frame initial or response posts to encourage others to reply
- Postings are unoriginal; they copy too much from the assigned readings or other material, or are simply a rewording of previously posted ideas
- Writing is inadequate; postings contain numerous spelling, grammar and other mechanical errors that demonstrate sloppiness and/or markedly interfere with presentation of the content.
- Postings are disrespectful to others. This includes responses to disrespectful postings.

Time Requirement

You are required to participate in Discussion Board forums every week on various topics throughout the semester. You must participate in each of the discussions **during the appropriate week**. You will not get credit for any contributions to discussions, which you make any time before or after the specified time/date.

Writing Guidelines

Here are general writing guidelines for all written work for this class, although additional guidelines will be provided for specific assignments as needed.

Written work submitted for this class must be original for this class. This includes discussion board postings. Do not hand in work that has been submitted for another class. Any such incident will be treated as an instance of academic dishonesty, and handled accordingly. The same is true for instances of plagiarism (see “Academic dishonesty” below).

Proofreading

Proofreading is not only important for proper communication of your ideas, it is important to proofread for the quality of the communications (e.g., postings). Just because you are writing online does not mean that your writing should be casual. Students are expected to produce college quality work. This includes, but is not limited to, postings free of misspellings, free of poor grammar, free of excessive use of jargon, proper punctuation and well constructed paragraphs. In order to avoid these problems:

- a) Limit your use of the words “I” or “My” in your postings, even in the recommendations and conclusion of the posting.
- b) Unless it is part of a quote, do not use contractions, slang or profanity.
- c) Do not ask rhetorical questions or try to make your points with questions. Provide answers, not questions, in your writing. A good posting leaves the reader with as few questions as possible about the author’s position
- d) Run spell check; however, remember that spell check does not catch everything. For example, “to,” “two,” and “too,” or “there” and “their,” may be spelled correctly but used incorrectly.
- e) Allow another person to read and comment on your posting.
- f) Read the posting aloud. Often you will catch errors and poor sentence structure.
- g) Follow the grading guidelines and keep it simple, please.

Please review the document on writing guidelines prior to completing written assignments for this class. For additional options for writing help, please see **Section VII – Academic Support Resources**.

Homework Problem Sets

A set of homework problems will be due each week the class meets, with the exception of the exam weeks. You will be asked to solve problems listed at the end of each chapter, or from other sources that I provide. In some cases, I will ask you to write a narrative that describes, explains or applies a given statistical concept. Unless otherwise noted, these assignments will be due on Saturday night, at 11:55 p.m.

These assignments will be *closely tied* to the readings and lectures. Thus, to do well on these assignments, students will have to do the assigned reading and take useful notes. The instructor reserves the right to alter the nature of the assignments based on perceived level of student preparation for class, as evidenced by knowledge of that day’s reading.

Each assignment will be worth anywhere from 20 to 50 points, with the final point total depending on the difficulty and extensiveness of the particular assignment.

SPSS Exercises

A set of exercises using SPSS will be due for most weeks that the class meets. You do not have to already know how to use the software program; that is what the Kirkpatrick & Feeney book is for. You also do not have to purchase the software, as it is available on the FSU network, via CITRIX. A link to access Citrix will be provided on the course Blackboard site. Please note that if you run into any problems using CITRIX, you must consult the Help Desk to resolve your issues.

Each exercise will be worth anywhere from 10 to 30 points, with the final point total depending on the difficulty and extensiveness of the particular assignment.

Grading Rubric for Homework Problem Sets and SPSS Exercises

	Excellent (100-90) A	Good (89-80) B	Fair (79-70) C	Poor (69 and below) F
Thoroughness (20%)	Answered all questions in the exercise completely and in the appropriate order.	Answered all questions in the exercise but not completely and/or not in the appropriate order.	Answered most of the questions in the exercise but not completely and/or not in the appropriate order.	Did not answer an adequate number of the questions in the exercise.
Supporting Details (20%)	Answered all questions in the exercise and provided a substantial amount of relevant details.	Answered all questions in the exercise and provided an adequate amount of relevant details.	Answered most of the questions in the exercise and provided an adequate amount of relevant details; answered all questions and provided an inadequate amount of relevant details.	Answered some of the questions in the exercise and provided an inadequate amount of relevant details.
Demonstrated Understanding of the Assignment (40%)	Response demonstrates a thorough understanding of the exercise and is substantiated by several examples from the textbook and other course materials.	Response demonstrates understanding of the exercise and is substantiated by at least one example from the textbook and other course materials.	Response demonstrates some understanding of the exercise but is not substantiated by any examples from the textbook and other course materials. Failure to go into significant detail in answers.	Response demonstrates very little understanding of the exercise.
Grammar, Mechanics, Spelling, and Sentence Structure (20%)	Response is highly polished; grammar/spelling errors are minor to non-existent.	Response is polished; grammar/spelling errors are minor to moderate, but do not detract from the presentation of the content.	Response is adequate; grammar/spelling errors are moderate, showing some sloppiness and some interference with presentation of content.	Inadequate response; grammar/spelling errors show significant sloppiness and/or interference with presentation of content.

Exams

There are two scheduled exams (see **Course Grading Scale & Course Outline and Assignment Schedule** for more details). The midterm takes place at the end of Module 1, while the final will be given at the end of Module 2.

The exams may cover any course information reviewed up to the date of the exam, included readings scheduled for the week of the exam, material introduced as part of the lectures and other course activities, and relevant general criminal justice knowledge.

The exams will consist of a combination of question types, including but not limited to multiple choice, short answer, and word problems. One or more of your problems will require the use of SPSS. Exams will ask students to provide objective information as well as to solve problems. The instructor reserves the right to alter the examination format based on pedagogical considerations.

Each exam will be administered during the later part of the week on which it is assigned. Students will have approximately four days to complete each exam. Each exam will open (that is, be available) at 12:05 am on the dates listed in the schedule and close (become unavailable) at 11:55 pm on the dates listed in the schedule. The

exam dates are posted on the course schedule (see Section VIII - Course Outline and Assignment Schedule). Students will be notified in a timely fashion if there are any changes in the exam dates.

Late submissions will be penalized according to the instructions listed below. (Please see *Policy on Missed or Late Assignments*)

Additional instructions for taking the exam will be provided as the exam time approaches.

Blackboard problems encountered while completing assignments. If you have a problem accessing or completing an online course requirement, you should contact me immediately upon your realization that you cannot solve the matter yourself. **That is, if you get locked out of Blackboard during an assessment, you should email, call, or speak to me immediately to best facilitate a remedy to your situation.** However, please note that, generally speaking, technical and logistical problems, such as being unable to access a computer, computer failure, problems with internet connections (such as speed or quality of the connection), unreliable transportation to campus, traffic, FSU parking, etc., will not automatically or in every instance result in remedies favorable to the student. Even if the technical or logistical problem is “not your fault,” you are not guaranteed a “retake” or “do-over” for the assessment.

Exams will not be curved, and no exam will be dropped from the final grade.

Writing Guidelines

Here are general writing guidelines for all written work for this class, although additional guidelines will be provided for specific assignments, as needed.

Written work submitted for this class must be original for this class. Do not hand in work that has been submitted for another class. Any such incident will be treated as an instance of academic dishonesty, and handled accordingly. The same is true for instances of plagiarism (see “Academic dishonesty” below).

Proofreading

Proofreading is not only important for proper communication of your ideas, it is important to proofread for the quality of the communications. Students are expected to produce college quality work. This includes, but is not limited to, writing that is free of misspellings, free of poor grammar, free of excessive use of jargon, proper punctuation and well constructed paragraphs. In order to avoid these problems:

- a) Limit your use of the words “I” or “My” in your writing.
- b) Unless it is part of a quote, do not use contractions, slang or profanity.
- c) Do not ask rhetorical questions or try to make your points with questions. Provide answers, not questions, in your writing. A good paper leaves the reader with as few questions as possible about the author’s position
- d) Run spell check; however, remember that spell check does not catch everything. For example, “to,” “two,” and “too,” or “there” and “their,” may be spelled correctly but used incorrectly.
- e) Allow another person to read and comment on your writing.
- f) Read your writing aloud. Often you will catch errors and poor sentence structure.
- g) Follow the grading guidelines and keep it simple, please.

Please review the document on writing guidelines prior to completing written assignments for this class. For additional options for writing help, please see **Section VII – Academic Support Resources**.

- a. Value of Each Assignment

The grading criteria for this course are listed below:

<u>Grading Criteria</u>	<u>Points</u>	<u>Percent</u>
Introduction Post; Plagiarism Quiz, Certificate	20	2%
Discussion Boards (6 @ 20 pts.)	120	18%
Homework Problems (6 = 255 pts.)	255	34%
SPSS Exercises (5 = 100 pts.)	100	15%
Midterm	100	15%
Final	100	15%
Total	655	100.0%

At midterm, students will be given a letter grade that indicates their progress up to that point. **Any student with a midterm grade of C or F must contact me to review their progress.**

b. Policy on Missed or Late Assignments

Homework problem sets and SPSS Exercises

Students must submit home work problems by the due date/time for a chance to receive full credit. Late submissions will be penalized as follows:

Up to 24 hours after the due date - An *immediate* deduction of points equal to 15% of the total points possible for the problem set. For example, if the problem set was submitted 2 hours late, and was worth 40 points, you could receive no more than 34 points total.

Between 24 and 48 hours after the due date - An *additional* deduction of points equal to 15% of the total points possible. So, if you submitted a 40 point assignment more than 30 hours late, you could receive no more than 28 points total.

Problem sets or exercises submitted more than 48 hours after the due date will receive 0 points.

Exams

Students must submit exams by the due date/time for a chance to receive full credit. Late submissions will be penalized as follows:

Up to 24 hours after the due date - An *immediate* deduction of points equal to 15% of the total points possible for the exam. For example, if the midterm was submitted 2 hours late, you could receive no more than 85 points total.

Between 24 and 48 hours after the due date - An *additional* deduction of points equal to 15% of the total points possible. So, if you submitted an exam 30 hours late, you could receive no more than 70 points total.

Exams submitted more than 48 hours after the due date will receive 0 points.

Makeup exams will be given only when there is a valid excuse for missing the scheduled exam **and the reason for the absence is clearly documented** (e.g., bail papers, citations, hospital admission/discharge papers, police reports, etc.). Computer access or technical problems do not necessarily count as excusable reasons to justify a makeup exam. Those who have a valid excuse for missing a scheduled exam will have to take a makeup exam

within one week of the original exam date. The requirements and nature of makeup exercises (e.g., exams and assignments) may be different from the original exercise.

Generally speaking, technical and logistical problems, such as being unable to access a computer, computer failure, problems with internet connections (such as speed or quality of the connection), unreliable transportation to campus, traffic, FSU parking, etc., that cause you to miss an assignment will not automatically or in every instance result in remedies favorable to the student. Even if the technical or logistical problem is “not your fault,” you are not guaranteed a “retake” or “do-over” for the assessment.

c. Additional class policies

Here are other class policies, rules, regulations, etc. that can affect a student’s grade and progress in this class.

Academic Misconduct Policy

Student work must be original for this class. Promoting unoriginal work as if it is original is a academic dishonesty, and is a form of academic misconduct. Any student found guilty of academic dishonesty will be subject to disciplinary actions as described in the student handbook. Academic dishonesty includes, but is not limited to the following: cheating, plagiarism, complicity in academic dishonesty (helping or attempting to help another student cheat) and misrepresentation to avoid academic work (e.g. fabricating excuses of illness, injury, accident, family death, etc. to avoid the timely submission of academic work or exam taking). These forms of academic misconduct also apply to online activity related to this course (i.e., posting on discussion boards and other assignments involving Blackboard and email). Any incident of academic misconduct can result in failure of the course, not just a zero on that assignment/course requirement, no matter how big or small the activity.

All cases of suspected academic misconduct will be handled in accordance with the procedures specified in the Student Handbook’s Code of Conduct. Other, relevant University policies may also be invoked. For a description of the procedure in the Handbook, please see the following:
<http://www.uncfsu.edu/handbook/pdf/Web%20pdf/Codeofconduct.pdf>
 (see pp. 7-10).

Plagiarism

Keep in mind that copying the words of another and not putting quotations to designate that the words were written by someone else is plagiarism, *even if you put a cite at the end of the sentence or paragraph.*

Group work plagiarism

Students are encouraged to study together. However, unless otherwise instructed, all student work must be independent. To be clear – students are not permitted to complete an assignment together, and then submit that same assignment under each of their names. This is cheating. For all work, students must strive to answer questions, problems, etc. using their own words.

Cases of group work plagiarism will be dealt with as academic misconduct.

All student work is subject to being submitted into Turnitin or similar online plagiarism detection programs for review.

To educate students on the problem of plagiarism and how to avoid it, students are required this online tutorial: “How to Recognize Plagiarism” and submit a certificate to me by the close of the first full week of class. To obtain the certificate you must successfully complete the test, not the 5-minute quiz.

The tutorial can be found at the following URL: <http://www.indiana.edu/~istd/>

The certificate should be saved as a single webpage (that is, either an *.htm or *.mht file), and emailed to me as an attached file (you do not have to sign it. An email from your Broncos account will be sufficient to count as a signature). Otherwise, you may print it out, and fax or *pdf a signed document to me in person. **Do not cut and paste it into an email.**

By submitting this certificate you are acknowledging that you successfully completed the tutorial.

Note: The judgment as to whether a student work has been plagiarized will be made based on a combination of factors, including the results provided by the use of online plagiarism detection programs.

Citing

Citing entails noting in your written work that the idea you are presenting is not your own. Citing also notes that others have done work that lends support to what you are saying or trying to say. I strongly suggest that you pay attention to how much you write with no supporting citations. If you write something that entails detailed information, such as case law, dates, reporting statistics (actual numbers) or estimates (i.e., saying the majority, most, all, almost all, some, none, no one, etc.), you should have a citation to back up what you have written. Furthermore, if you are writing and you go for three or more sentences without citing someone or something, ask yourself "How do I know all of this?" "Should I have a citation somewhere in here?" Furthermore, you should only cite things you have actually read, otherwise, you are citing someone else's review of what someone else said or wrote.

Good academic writing uses data and research by others to support any statements or arguments made. Most academic written work requires some level of support, preferably from good academic sources such as academic journals, government documents, and scholarly books, but your textbook should be your first and primary source for this class. Dictionaries and internet sites (e.g., online dictionaries, legal reference sites, Wikipedia, etc.) should not be used as primary sources to support your statements and positions. Where you get your information can be just as important as how you use your resources. Be mindful that there is a difference between getting information *through* the Internet (e.g., downloading a full-text article from an academic journal or a government report) and getting information *from* the Internet (e.g., using information from someone's site which may not have been peer-reviewed or subjected to any rigorous scrutiny).

A question I frequently raise when grading is "How do you know that?" Many students fail to document or acknowledge where they got the ideas or information in their writing. Claiming that you "just know" the information, that it is "common knowledge," or that you learned it before is not good enough for me. If you say in your writing that some phenomenon happens or that a problem exists, I want you to provide proof as best as you can to support your claim. For example, if you say something like "there is discrimination in the criminal justice system," what information are you going to use to support your statement? Is the information you are using appropriate? Remember that I will be reading your writings and when it comes time to grade them, I will be working with what you put down on paper. There will be no opportunity for you to elaborate on your choice of words, so prepare your paper with the reader in mind. Remember throughout that what you meant to say and what you have written may not be the same. Proofread your work to make sure that you are communicating your thoughts as intended.

Assignment Rejection Policy

I reserve the right to reject all student work that is deemed inappropriate for the assignment. An explanation will be provided regarding why an assignment is rejected; blatant failure to follow assignment guidelines and/or shoddy work typically results in rejection. Rejected work products may receive a grade of zero; students are not guaranteed an opportunity to resubmit work for credit.

Plagiarism exception: Cases of plagiarism will be handled as academic misconduct, not as work potentially eligible for resubmission.

Incomplete (I) Grade Policy

The grade of "I" is assigned when a student has maintained a passing average but for reasons beyond his or her control, is unable to complete some specific course requirement(s) such as a report, field experience, experiment, or examination. An "I" grade must be removed before the expiration of the first nine weeks of the student's next regular semester (fall or spring) of enrollment, or within twelve months of the last day of the semester or term in which the "I" was assigned, whichever comes first. If the "I" grade is not removed within the stipulated time limit, the grade will be converted to a grade of "F." Students are responsible for initiating the actions necessary to obtain and to remove "I" grades.

What this means for you: An incomplete grade will only be given when, through events outside of the student's control, he or she is unable to complete the last significant assignment due for the class and is otherwise passing the class. An I grade will not be given to a student for the sole purpose of avoiding failure of the course. Official documentation related to the event must be provided in order for an I grade to be considered. A student given an I grade must start and complete any and all activity necessary for fulfilling class requirements before the grade will be removed.

Academic Support Policy

This is a graduate course. Thus, you will be asked to perform intellectually at a high intensity, perhaps higher than you expect. With due diligence, however, the work required for this class effort is not beyond your capabilities. Passing the course with a "B," or even getting an "A" is not impossible for students who do the reading, come to class, and ask questions – that last is particularly important if folks are confused or unclear about the material, or my presentation of it.

At any point during the semester, an individual student may be required to use *Criterion* (<http://criterion28.ets.org/cwe/>), or other services (tutoring, for instance) to assist in meeting course requirements.

Students are encouraged to individually contact me least once (and preferably more than that) during the semester to review their progress in class. Students having difficulties that may impact their academic performance should address such issues with me as soon as they arise. **Any student with a midterm grade of C or F must contact me to review their progress.** Waiting until the end of the semester to get help for long-standing problems is not likely to result in a successful outcome for you. You may see me during my regularly scheduled office hours, or alternately, make an appointment.

Blackboard policy

It is your responsibility to review Blackboard each and every day for assignments, changes in class procedure, adverse weather information, etc. While in most cases I will send an email regarding any updates, it is your responsibility to review Blackboard on a regular basis to keep up with changes in class.

Grades will be posted on Blackboard. Students may review their grades at any time, either during office hours or by appointment.

Email policy

Email can be a really powerful communication tool. However, there is room for misunderstanding and miscommunication, and this reduces its effectiveness. To facilitate smooth online interactions, there are a few rules regarding the use of email that I'd like you to follow.

- FSU provides you with a free email address. Please make it the primary email address for all communications regarding the class.
- Regularly check your FSU email for communications from me. This is especially smart since you will be notified by email of any changes posted to Blackboard.
- When sending me email, please include a subject heading that describes the topic of the email (for instance, "Question about the first exam"). Because of the potential for spam, I will likely delete any email with a blank subject line.
- Include the course number or name in the subject line.

- Include your full name within the message, preferably at the closing.
- Respond to my emails in a timely fashion. This is an online class, and email is a major means of communication within the course.
- If you must submit electronic work to me, unless otherwise indicated, you must do so through Outlook via an attached file. The instructor is not a fan of the digital drop box, so it is disabled on the course site.

It is your responsibility to check to see whether I have received your email. If you suspect there is a problem, say, because I have not sent you a reply, please call my office phone and leave me a voicemail message. If you send an email with a "receive" receipt, it will be acknowledged, meaning I will send a return receipt. If you do not receive a return receipt, it means that I have not gotten the email.

I reserve the right to change the scheduled date, number, or nature of all course requirements to facilitate course objectives. If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus. Any changes will also be announced via Blackboard and email.

FSU Policy on Disruptive Behavior in the Classroom

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VII. Academic Support Resources

Fayetteville State University operates a Writing Center that is available to all university students who need assistance for improving their writing skills. The Writing Center is located in the Helen T. Chick Building, Room 216-C. The web address is <http://www.unccfsu.edu/writingcenter/> and the phone number is 910-672-1864.

If you would prefer more personal assistance, you can also submit your work to an online tutor via Smarthinking (you need to log onto Blackboard to access this). Please note that any use of Smarthinking **IS NOT** a substitute for use of *Criterion* to review/edit your written work.

VIII. Course Outline and Assignment Schedule

Below is the current version of this semester's course schedule. This schedule is subject to revision, at the discretion of the instructor. Students will be provided with appropriate notice of any changes made. Unless otherwise specified, all homework problem sets are due, via an emailed, attached document, by 11:55 p.m. on the dates indicated.

Introduce Yourself			
Unit (Week)	Title	Readings	Assignments/Activities
	Introduce Yourself		Introduce Yourself Discussion Question completed by 8/31/11
Module 1: Introduction to Statistics, Univariate Statistics			
Unit (Week)	Title	Readings	Assignments/Activities
1 (Week 1)	The Purpose of Statistics in the Criminological Sciences; Levels of Measurement and Aggregation	Bachman and Paternoster (BP), Ch. 1, 2 Kirkpatrick and Feeney- Ch 1 through 5	Discussion Question #1 and Homework Problem Set #1 opens on 8/18/11 closes on 8/31/11
2 (Week 2)	Data Distribution; Measures of Central Tendency, Dispersion	Bachman and Paternoster, Ch. 3, 4, 5; Kirkpatrick and Feeney- Ch 6; Supplemental Readings	Discussion Question #2, Homework Problem Set #2; SPSS Exercise 1 opens on 8/31/11 closes on 9/14/11
3 (Week 3)	Probability and Hypothesis Testing; Point Estimation and Confidence Intervals; Hypothesis Testing for One Population Mean and Proportion	Bachman and Paternoster, Ch. 6, 7, 8 Kirkpatrick and Feeney- Chapter 7, Supplemental readings	Discussion Question #3; Homework Problem Set #3; SPSS Exercise 2 opens on 9/14/11 closes on 9/28/11
Exam (Week 4)	Midterm	None	Midterm exam opens on 9/28/11 closes on 10/05/11
Module 2 Bivariate and Multivariate Statistics			
Unit	Title	Readings	Assignments/Activities
1 (Week 5)	Hypothesis Testing Involving Two Population Means or Proportions; Hypothesis Testing Involving Categorical Data	Bachman and Paternoster, Ch. 10, 9 (in this order) Kirkpatrick and Feeney- Ch. 8-9, 17	Discussion Question #4; Homework Problem Set #4; SPSS Exercise 3 opens on 10/05/11 closes on 10/26/11
2 (Week 6)	Hypothesis Testing Involving Three or More Population Means – Analysis of Variance; Bivariate Correlation and Regression	Bachman and Paternoster, Ch. 11, 12; Kirkpatrick and Feeney- Ch. 10, 14-15	Discussion Question #5; Homework Problem Set #5; SPSS Exercise 4 opens on 10/26/11 closes on 11/16/11
3 (Week 7)	Controlling for a Third Variable: Multiple Regression and Partial Correlation; Logit Models	Bachman and Paternoster, Ch. 13, 14; Kirkpatrick and Feeney- Ch. 16, Supplemental readings	Discussion Question #6; Homework Problem Set #6; SPSS Exercise 5 opens on 11/16/11 closes on 11/30/11
Exam (Week 8)	Final	None	Final exam opens on 11/30/11 closes on 12/07/11

IX. Teaching Strategies

Course content will be taught through interactive online discussions, individual and/or collaborative assignments and other activities deemed necessary to facilitate student success in meeting course requirements.

X. Bibliography

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