

Dixie State University
CJ 4790 Capstone Research in Criminology and Criminal Justice
Fall Semester 2014
Monday, Wednesday, and Friday from 8:00-8:50 am
University Plaza, Building D, Room 102

Instructor: Lish Harris, PhD
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Phone: (435) 879-4423
Office Hours: M 1:15-2:45 pm, W 12:15-2:45 pm, TR 9:15-10:30 am
Prerequisites/GE Status: CJ 3270, CJ 3300, Senior Standing/No GE Status
Degree Status: Required Core Course

Each student is expected to read and understand everything outlined in this syllabus. Think of it as my part of a contract that sets out the rules and stipulations of this class. Your enrollment and participation in this class is your signature on this contract, meaning you are in agreement with the terms of this deal. If you have any questions or concerns about what you read, feel free to discuss them with me.

Course Description per the Course Catalogue

Fulfills Criminal Justice capstone requirement. Requires consolidation of information, skills, and knowledge learned throughout students' undergraduate studies, particularly in the core and research areas, to conduct independent research to further develop their understanding of criminology as a science, contemporary issues and techniques in digital forensics, and/or other criminal justice topics.

Course Overview

You have all been through multiple years of training and are close to earning a degree in Criminal Justice with an emphasis in Criminology. This class is a culmination of your years of college education. In this class, you will be tasked with choosing a research topic and writing a credible, academic article in your chosen area of expertise. The end result will be a research project that is of the quality of work found at the Annual Conference of either the American Society of Criminology or the Academy of Criminal Justice Sciences. This work will be presented in both a written article and in a presentation at the end of the semester. You can think of this project as the crown jewel in your college education. It is your opportunity to show the world what you have learned and what you can do with it!

Lastly, Samuel Johnson said that, "[*Mankind has a great aversion to intellectual labor; but even supposing knowledge to be easily attainable, more people would be content to be ignorant than would take even a little trouble to acquire it.*](#)" With this in mind, I have labored to make this class effort based. In theory,

this means that those who are willing to labor to gain knowledge should be those who receive the greatest reward. This will not be a perfect system, however I hope this class provides those willing to work with a great chance at success. I hope we can help each other stay motivated and excited throughout our time together. Please do not hesitate to ask for my help if it is ever needed. I am more than happy to assist you in any way that I can. I may not have the answer you're looking for, but I will do my best.

Course Objectives

By the end of this course, students will have developed critical thinking skills in criminology and criminal justice and will be able to apply criminology and the study of criminal justice. This objective will be shown through the following outcomes:

- A. Distinguish personal views from knowledge based on empirical research that addresses criminal behavior and the criminal justice system.
- B. Connect real, diverse facts to criminological theories.
- C. Use criminological theory and crime trends to address criminal behavior within certain contexts.
- D. Identify key applied areas in the discipline and determine whether an applied specialty can provide a solution for a given problem.
- G. Apply criminological theory and proper research methods to varying criminal behaviors or functions within the criminal justice system.

Optional Text and Reading (Book is available at the Bookstore)

Flick, Uwe. (2011). *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. Sage Publications. Thousand Oaks, CA.

Contacting Me

The easiest way to get a hold of me is via email, not via Canvas. Although my voicemails do get forwarded to my email account, I only return phone calls from my office phone. I will, however, respond to emails (not Canvas messages) from remote locations (i.e. home, conferences, off-campus meetings, etc.). I will check and respond to emails periodically Monday through Friday between 8:00 am and 5:00 pm. If you email me past 5:00 pm or over the weekend, I will respond to you the following working day.

Grades and Assignments

The assignments in this class are as follows: There is one 25 page paper and a presentation on that paper that will take place at the end of the semester.

Capstone Paper – Each student will design and conduct an appropriate research project of their choice. This can be done by performing a quantitative, qualitative, or mixed methods study; a content analysis; a program/policy analysis; a theory paper; or an expansive literature review/summary. The paper will need to be written in either the APA or ASA format. I will have weekly or biweekly meetings with each student to help mentor and guide you all through this process. Attending these meetings will be factored into the grade you earn on the paper. Portions of your paper will be due throughout the semester to ensure it is being completed in a suitable and timely manner. Although these sections will not be assigned a grade, they need to be turned in on the due date in order to receive feedback. If they are turned in after the due date, I may not have time to offer revision suggestions.

Presentation – Each student will present the results from their project at our end of the semester research conference. The presentation will need to be 8-10 minutes long. (Yes, I will time you!) It is required that each student prepare a visual companion to their presentation. It should include pertinent information from the project such as tables, graphs, etc.

Turning In Papers Through Canvas and Turnitin

You will need to submit each section and the full project through Canvas by 11:59 pm of the due dates indicated on the class schedule. No late papers will be accepted, no exceptions. By turning in the papers via Canvas, it also enables us to use the Turnitin program to ensure academic honesty and integrity are characteristics of all papers submitted by you and your classmates. To this end, you must make sure your papers receive a “similarity score” of 5% or less to qualify for grading. Conversely, if a paper receives a score of 6% or higher, it will not receive a grade and you will receive zero points for the assignment.

In order to utilize Turnitin as an educational tool too, I have set the program to allow you to see your “similarity score” shortly after you have submitted your assignment. (A word of advice: plan time to wait for your “similarity score” into your “assignment time”. Turnitin is like any other program and can be fast at times and slow at others.) Using Turnitin in this manner will allow you to better understand how to properly cite others’ thoughts while putting these thoughts in your own words. Simply putting quotation marks around all the “flagged” passages is not an appropriate fix and, ultimately, will negatively affect your score. I know the process of learning how to engage the thoughts and words of others and making them your own can be frustrating at times, but most new, valuable skills are not acquired without some sincere effort.

Lastly, it is your responsibility to make sure your paper is submitted with the proper “similarity score”. In order to help you with this, I make the following concession: I will not begin grading your papers until two days after the due date found on the class schedule. I will, however, log on to Canvas the morning after the due date to make certain all the papers have been turned in on time. This gives you the motivation to get your papers in by the due date, but offers you a bit more flexibility to make the necessary changes to your paper in order to reach the 5% “similarity score” benchmark. If you are

having honest problems with reaching the “similarity score” standard (after having done all you can do on your own), please come talk to me about it and we will work together to find an appropriate solution.

Point Breakdown

Capstone Paper	250 points
Presentation	<u>50 points</u>
Point Total	<i>300 points</i>

Grade Breakdown

A	100-94%	C	76-74%
A-	93-90%	C-	73-70%
B+	89-87%	D+	69-67%
B	86-84%	D	66-64%
B-	83-80%	D-	63-60%
C+	79-77%	F	59% or below

Class Academic Dishonesty/Academic Integrity Policy

I believe that most students are honest, and I don't want to punish everyone for the few that aren't. Nonetheless, I want it to be clear that I will not tolerate cheating. When I discover that it has occurred, a failing grade will be given for the entire course, no questions asked. If you are a repeat offender, I will request a more serious sanction be imposed (i.e. notation of academic misconduct on your permanent academic transcript, academic probation, dismissal from the program, dismissal from college, etc.).

If you need additional detail about what cheating consists of follow this link to the “Student Rights and Responsibilities Code”: <http://www.dixie.edu/humanres/policy/sec5/533.html> (Section 4).

Dixie State University’s Policies and Resources

Disability Resource Center

Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located in the North Plaza Building. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services.

Library Information

The Library has all kinds of information and resources. Visit the Val Browning Library or go to the library website at <http://library.dixie.edu/>.

Testing Center

If you are assigned to take a test in the Testing Center, go to the North Plaza. You can get information on their website at <http://new.dixie.edu/testing/>.

Tutoring Center

If you need help understanding the content of your courses, go to the Tutoring Center located in the Browning Learning Center, Room 105. There is a schedule of what courses have tutors at what times outside the door. You can also visit them online at <http://dsc.dixie.edu/tutoring/>.

Writing Center

If you need help writing papers, go to the Writing Center in the Browning Learning Center, Room 105. You can also visit them online at: http://new.dixie.edu/english/dsc_writing_center.php.

Disruptive Behavior Policy

It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. This means not talking when the teacher is talking, following instructions, and speaking and acting respectfully to the professor and fellow students. If your behavior is disruptive, I will first let you know verbally that you are behaving inappropriately. If it continues, I will send you written notice that your behavior must change. As a last resort, I will drop you from the class. For more details, please see the disruptive behavior policy at: <http://www.dixie.edu/humanres/policy/sec3/334.html>.

To learn more about the Reasonable Accommodation Policy, to view the Semester calendar, or to explore any other questions you may have, please visit <http://new.dixie.edu/reg/syllabus/>.

Due Dates
Fall Semester 2014
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Research Idea is due by 9/3

Paper Outline is due by 9/12

If applicable, IRB Paperwork is due by 9/19 (I will not accept any IRB paperwork after this date. No exceptions.)

Literature Review is due by 9/26*

Methods Section is due by 10/24*

Draft of Full Paper is due by 11/25*

Presentations will be given on 12/15

Final Draft of Paper is due by 12/15*

*Indicates this section should be turned in online