# Course Change Proposal

## Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Human Services</td>
<td>Criminal Justice</td>
<td>April 7, 2010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th>Submitted by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New _ Change <em>X</em> Deletion __</td>
<td>Will Vizzard</td>
<td>Tim Croisdale</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy:</th>
<th>Semester Effective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ___ No <em>X</em></td>
<td>Yes ___ No <em>X</em></td>
<td>Fall <em>X</em> Spring __, 2010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCE (Extension):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ___ No ___</td>
<td></td>
</tr>
</tbody>
</table>

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

<table>
<thead>
<tr>
<th>Change from:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.):</td>
<td>Title:</td>
</tr>
<tr>
<td>Criminal Justice 200</td>
<td>Research Methods in Criminal Justice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change to:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.):</td>
<td>Title:</td>
</tr>
<tr>
<td>No change</td>
<td>No change</td>
</tr>
</tbody>
</table>

### JUSTIFICATION:

This existing course is proposed as a graduate writing intensive course to fulfill the Graduate Writing Intensive requirement effective fall 2010. The course commonly requires multiple writing assignments and various types of formal and informal discourse in the discipline, and meets the requirements for writing (the 5000 word minimum and the spreading of assignments throughout the semester) as outlined in the attached Graduate Writing Intensive Course Approval Request.

### NEW COURSE DESCRIPTION:

(Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/aca/univmanual/crspsl.htm - Guidelines for Catalog Course Description)

The catalog course description remains the same. The attached syllabus includes the following additional information about the course with respect to the Graduate Writing Intensive designation.

**GRADUATE WRITING INTENSIVE (GWI) COURSE:** This is a writing intensive course. The purpose of a GWI course is to immerse graduate students in the discourse of their academic discipline and to prepare graduate students to participate effectively in that discourse.

**Note:** This course description should not change the catalog description currently used.

### Prerequisite:

Not applicable

### Enforced at Registration:

Yes ___ No ___

### Corequisite:

Not applicable

### Enforced at Registration:

Yes ___ No ___

### CAN (California Articulation Number):

### Graded:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Credit/No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

### Instructor Approval Required?

Yes ___ No _X_

### Course Classification (e.g., lecture, lab, seminar, discussion):

**Title for CMS (not more than 30 characters)**

(Title does not change – use existing title in CMS.)

### Cross Listed?

Yes ___ No _X_

If yes, do they meet together and fulfill the same requirement, and what is the other course?

### How Many Times Can This Course be Taken for Credit?

1

Can the course be taken for Credit more than once during the same term? Yes ___ No _X_

---

APR 22 2010
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at http://www.csus.edu/aac/learning/htm

The current course objectives remain the same. The attached syllabus includes the following additional information about the goals of the course with respect to the Graduate Writing Intensive designation.

GRADUATE WRITING LEARNING GOALS:
1. Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline;
2. Understand the major formats, genres, and styles of writing used in the discipline;
3. Practice reading and writing within the discipline;
4. Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection and self editing.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

The course will be letter graded A through F based on the following requirements. Participation in seminar discussion 10%; seminar presentation 5%; research abstract paper 5%; research ethics paper 10%; critical analysis of research paper 10%; reviews of journal research articles 20%; individual presentations 10%; research proposal paper 30.

For whom is this course being developed?
Majors in the Dept X Majors of other Depts ______ Minors in the Dept ______ General Education ______ Other ______

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X No ______

If yes, identify program(s): Graduate program in Criminal Justice.

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ______ No X ______

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). Criminal Justice

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures: ___________________________ ___________________________ ___________________________
Department Chair: College Dean or Associate Dean: CPSP (for school personnel courses ONLY)

Date: 4/12/10 4/12/10

Associate Vice President and Dean for Academic Programs

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.
Criminal Justice 200  
Criminal Justice Research Methods

Fall 2010 Semester  Wednesday evening: 7:00 – 9:50 p.m.  Alpine Hall 153

PROFESSOR:  Tim E. Croisdale, Ph.D.  
Alpine 112  
916.278.5157  
croisdale@csus.edu

CATALOG DESCRIPTION:  
Research theory and methodology in Criminal Justice; research designs; conceptual models; design and preparation of Master's thesis prospectus. Prerequisite: Classified graduate status, satisfactory completion of a basic statistics course.

COURSE PURPOSE:  
This section of Criminal Justice 200 is designed to engage students beyond introductory social scientific research methods and focus on how research is commonly conducted to investigate criminal justice issues. As such, emphasis will be placed on the application of research methodologies using examples from the criminal justice system to prepare a comprehensive research proposal. The knowledge gained in the course should help students develop an appreciation of criminal justice research and literature.

COURSE OBJECTIVES:  
1. To provide a practical introduction to a variety of research techniques for students who plan to conduct research for a Master's thesis or other empirically based project.  
2. Students will have an opportunity to work with and critique various research studies and reports produced by various criminal justice agencies.  
3. Students will engage in regular hands-on classroom exercises so that they can get a more solid familiarity with a particular issue under study at that time.  
4. Students will have the opportunity to critically examine several examples from social science literature.

GRADUATE WRITING INTENSIVE (GWI) COURSE:  
This is a writing intensive course. The purpose of a GWI course is to immerse graduate students in the discourse of their academic discipline and to prepare graduate students to participate effectively in that discourse.

GRADUATE WRITING LEARNING GOALS:  
1. Demonstrate proper use of the major research and/or professional conventions, practices, and methods of inquiry of the discipline;  
2. Construct course papers using the major formats, genres, and styles of writing used in the discipline;  
3. Practice reading and writing within the discipline;  
4. Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.
REQUIRED TEXTS:


Also, any recent style manual/guide on the American Psychological Association (APA) writing style.

COURSE PREPARATION:
BE PREPARED FOR EVERY CLASS!!! Reading, presentations, and all other assignments are to be completed or prepared before class. Assignments are to be turned in at the beginning of the class when they are due.

ATTENDANCE:
As a student in a graduate course, your attendance and timely arrival is expected. Physical attendance does not imply involvement in seminar discussions. You are expected to be an active participant! Notify the professor of an unexpected absence in advance of the weekly meeting.

STUDENTS WITH DISABILITIES:
If you are disabled and you require accommodation, provide disability documentation to Services for Students With Disabilities, Lassen Hall 1008, 916.278.6955. Also, please discuss your accommodation needs with me early in the semester.

CELL PHONES:
As a courtesy to everyone, please keep your cell phones silenced and out of sight. Do not take calls during class and absolutely no texting.

PORTABLE COMPUTERS:
Computers will be allowed however, don't waste class time surfing the net or reading email for personal entertainment during seminar discussions. During presentations by the professor or other students, computers will not be allowed.
GRADING PROCEDURES:
Your final grade in the course will be A through F based on the course requirements below.

FINAL GRADES:
A = 90-100  
B = 80-89  
C = 70-79
D = 60-69  
F = 0-59

COURSE REQUIREMENTS:

- Participation in seminar discussion 10%
- Presentation on seminar topic 5%
- Paper 1: Abstract of Journal Article 5%
- Paper 2: Research Ethics Application 10%
- Paper 3: Review & Critical Analysis of Journal Article 10%
- Paper 4: Journal Article Reviews 20%
- Research proposal presentations 10%
- Paper 5: Research Proposal 30%

This is a writing intensive class. Students will write three drafts each of their Journal Article Review paper and Research Proposal paper which will be subject to review by peers and the professor with feedback provided.

Class meetings will be seminar format and include discussion and presentations on the topic for that session.

DON'T PLAGIARIZE! If it's not your own words or idea, and it's not cited, it's plagiarism. Need a plagiarism tutorial? http://library.csus.edu/content1.asp?pageID=353.

TEACHING STRATEGIES & ACTIVITIES:

1. Lecture by professor
2. Seminar discussion
3. Discussion groups
4. Role playing (Human Subjects exercise)
5. Multiple writing assignments with peer & professorial review
6. Oral presentations
7. Reading assignments
PAPER & PRESENTATION REQUIREMENTS:

Read a second article from a scholarly journal article and prepare an abstract of the research. The article for this short assignment will be provided in class by the professor. Abstracts are generally limited to 200 words. This paper will be discussed fully in class.

Paper 2: Research Ethics Application – completed application package (approx 5 pages).
Based on the research topic for your Literature Review and Research Proposal, you will learn the process for human subjects approval and requirements of student research at CSUS. The product for this paper will be the completed application for human subjects approval.

Read, summarize and critically evaluate an article found in a scholarly journal on a criminal justice/criminology topic. The summary should be no more than two pages, and the critical analysis should not be more than two to three pages. Critiques may include an analysis of course topics found within the journal article (ie, sampling techniques, research design, methodology, etc.) and the analysis and findings. This paper will be discussed fully in class.

Paper 4: Journal Article Reviews – 8 to 10 pages.
Prepare detailed reviews on four journal articles on your topic. The paper format and instructions will be discussed fully during class.

Prepare a comprehensive research proposal on a criminal justice/criminology topic. The paper format and requirements will be discussed in class and preparations will be made throughout the semester.

Presentation: Research proposal presentations
You will give a short presentation on your research proposal. Include handouts, visual aids, etc. Students will have a limited time for the presentation and will be stopped upon reaching the limit.
PROPOSED CLASS OUTLINE:

Sep 1  Introduction to the course

The professor will provide an overview of and requirements for the course. Students will begin to conceptualize a topic for the Journal Article Review and Research Proposal projects. Students will learn about the library at CSUS.

Sep 8  Review of Research Methods I

Students will lead the seminar in a review of research methods learned at the undergraduate level. Topics will include the research process, causation, units of analysis, levels of measurement, population/sampling, variable relationships and correlation/causation. Topics for the literature review paper and research proposal paper will be finalized.

Sep 15 Review of Research Methods II

Students will lead the seminar in a review of research methods learned at the undergraduate level. Topics will include research ethics, human subjects committees, cross-sectional and longitudinal time dimensions of research. Discussion of Mosher, Miethe, & Phillips text.

Sep 22  Defining the Research Problem

Students will refine their research question, pose their hypothesis, describe how they propose testing their hypothesis and, discuss possible implications of their proposed research for further study. Discussion of Levitt & Daubner text.

Sep 29  Mock Human Subjects Committee

Students will present their human subjects applications to the class. Applications will be discussed and feedback provided.

Oct 6  Methodology I: Sampling

Discussion of various sampling techniques commonly used in criminal justice/criminology. Students will discuss populations and sampling for their research proposal.

Oct 13 Methodology II: Experimental & Survey Designs

Discussion of various research designs including experimental and survey design. Students will discuss research designs and methodology for their research proposal.

Oct 20 Methodology III: Secondary analysis & Field research

Discussion of various research designs including content analysis, secondary analysis and field research. Students will discuss research designs and methodology for their research proposal.
Oct 27  Methodology IV: Policy analysis & Program evaluation
Discussion of various methods and designs for policy analysis and program evaluation. Students will discuss research designs and methodology for their research proposal.

Nov 3  Methodology V: Data Analysis and Findings
Discussion of appropriate data analysis techniques and appropriate statistical tests. Presenting findings of the proposed research including appropriate products and audiences for dissemination.

Nov 10  Research Proposals: Peer Review
Peer review of research proposal.

Nov 17  Research Proposals: Finalization
Finalizing the research proposal for final paper and oral presentation of proposal.

Nov 24  Research Proposal Presentations
Student presentations and defense of their research proposal.

Dec 1  Research Proposal Presentations
Student presentations and defense of their research proposal.

Dec 8  Course Review
Discussion of course material and the thesis/project process at CSUS.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 1</td>
<td>Introductions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overview of course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 8</td>
<td>Review of Research Methods I</td>
<td>Babbie: Chapters 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research proposal outline &amp; lit reviews.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep 15</td>
<td>Review of Research Methods II</td>
<td>Babbie: 3, 4 &amp; 5 Mosher, Miethe &amp; Phillips text</td>
<td>Journal Article Abstract</td>
</tr>
<tr>
<td></td>
<td>The mismeasure of crime in the USA.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 22</td>
<td>Defining research problems.</td>
<td>Babbie: 6 Levitt &amp; Daubner text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Freakonomics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep 29</td>
<td>Mock Human Subjects Committee</td>
<td>CSUS Policy on Human Subjects</td>
<td>Human Subjects Application</td>
</tr>
<tr>
<td>Oct 6</td>
<td>Methodology I: Sampling</td>
<td>Babbie: 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 20</td>
<td>Methodology III: Secondary analysis &amp; Field research</td>
<td>Babbie: 10, 11</td>
<td>Draft of Journal Article Reviews</td>
</tr>
<tr>
<td></td>
<td>Peer Review: Research Proposals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 27</td>
<td>Methodology IV: Policy analysis &amp; program evaluation</td>
<td>Babbie: 12</td>
<td>Journal Article Reviews</td>
</tr>
<tr>
<td>Nov 3</td>
<td>Methodology V: Data analysis &amp; Findings</td>
<td>Babbie: 13 &amp; 16</td>
<td></td>
</tr>
<tr>
<td>Nov 10</td>
<td>Peer Review: Research Proposals</td>
<td>Babbie: 17</td>
<td>Draft 1 of Research Proposal</td>
</tr>
<tr>
<td>Nov 17</td>
<td>Finalizing the Research Proposals</td>
<td>Babbie: 17</td>
<td>Draft 2 of Research Proposal</td>
</tr>
<tr>
<td>Nov 24</td>
<td>Research Proposal Presentations</td>
<td></td>
<td>Presentation</td>
</tr>
<tr>
<td>Dec 1</td>
<td>Research Proposal Presentations</td>
<td></td>
<td>Presentation</td>
</tr>
<tr>
<td>Dec 8</td>
<td>Course completion</td>
<td></td>
<td>Final Research Proposal</td>
</tr>
</tbody>
</table>
Appendix 2

Graduate Writing Intensive (GWI) Course Approval Request Form

To be completed by Faculty member responsible for teaching the course:

Course Name/Number _______ Criminal Justice 200 ________
Course Title ____________ Criminal Justice Research Methods
Instructor's Name ___________ Tim Croisdale
Campus phone ____________ 8-5157
Email ________________________ croisdale@csus.edu

The purpose of the GWI course is (a) to immerse graduate students in the discourse of their academic or professional discipline and (b) to prepare graduate students to participate effectively in that discourse. All GWI courses must meet the guidelines listed below.

Please complete the second column of the chart on the reverse of this form to explain how each guideline is met, then submit this form with the Form A Course Change Proposal along with a copy of your Course Syllabus and each writing assignment. Additional information may be attached or requested as needed.

General learning goals: By the end of the semester, students will
1. Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline;
2. Understand the major formats, genres, and styles of writing used in the discipline;
3. Practice reading and writing within the discipline;
4. Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.

Guidelines:
1. The course learning goals must include the four general learning goals listed above.
2. Students must write a minimum of 5000 words or 20 double-spaced pages of discourse. At least one assignment must be a minimum of 5 pages or 1250 words.
3. Writing assignments must be spread out over the entire semester.
4. At least 60% of the course grade will come from instructors' assessment of student writing.
5. Assessment of student writing should focus primarily on critical thinking, synthesis, and organization.
6. The course must consist of a minimum of 3 upper division units or a minimum of 2 graduate level units and must be designed primarily to meet the needs of graduate students.
7. Each section should have no more than 30 students.
8. The course should include a range of assignments, both informal and formal, in the types of genres typical in the discipline: for example, a research paper, proposal, critical response, annotated bibliography, abstract, case study, laboratory report, etc.
9. Formal assignments should include multiple drafts with revision based on feedback from peers and the instructor.
10. Formal assignments should include multiple drafts with revision based on feedback from peers and the instructor.
<table>
<thead>
<tr>
<th>Requirement</th>
<th>How requirement is met</th>
<th>GE approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course consists of a minimum of 3 upper division units or 2 graduate units</td>
<td>Listed in Course Catalogue</td>
<td></td>
</tr>
<tr>
<td>Includes the four required learning goals</td>
<td>Listed on Course Syllabus</td>
<td></td>
</tr>
<tr>
<td>Each section caps at 30 students</td>
<td>Listed in CMS</td>
<td></td>
</tr>
<tr>
<td>Immerse students in the discourse of the discipline: genres, literacies,</td>
<td>Students are required to read, review, analyze and discuss research articles located in scholarly journals, research texts, writing style manuals and discuss discourse during class. Students will prepare a comprehensive research proposal based on their knowledge of the material and discourse.</td>
<td></td>
</tr>
<tr>
<td>stylistic conventions, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students write a minimum of 5000 words of discourse</td>
<td>Collectively, the five writing assignments for this course require a minimum of 10000 words.</td>
<td></td>
</tr>
<tr>
<td>At least one assignment of 1250 words</td>
<td>The main writing assignment (Paper 5) requires approximately 2,500 - 3,250 words. Paper 4 requires approximately 1,600 words.</td>
<td></td>
</tr>
<tr>
<td>Writing spread out over entire semester</td>
<td>There are five writing assignments spread out between weeks 3 and 15 of the semester.</td>
<td></td>
</tr>
<tr>
<td>At least 60% of course grade from instructor’s evaluation of writing</td>
<td>75% of the course grade is based on professor’s evaluation of the five paper assignments.</td>
<td></td>
</tr>
<tr>
<td>Assessment of writing focuses primarily on critical thinking, synthesis, and</td>
<td>The papers require students to think critically, synthesize information, organize and present knowledge appropriately for each paper style. Assessment will include primary consideration for these areas.</td>
<td></td>
</tr>
<tr>
<td>organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes a range of informal writing assignments in disciplinary genres</td>
<td>During the seminar discussions, students will prepare informal writing assignments based on a range of genres and topics within the discipline. Further, multiple, informal drafts of other papers will be prepared.</td>
<td></td>
</tr>
<tr>
<td>Includes a range of formal writing assignments in disciplinary genres</td>
<td>Formal writing assignment papers included cover the range of common research products within the discipline. See papers 1 through 5 in proposed syllabus.</td>
<td></td>
</tr>
<tr>
<td>Formal assignments include multiple drafts with revision based on feedback</td>
<td>All written paper assignments are open for peer review of drafts. Paper 4 &amp; paper 5 have more formal peer review as part of the requirements for completing the papers.</td>
<td></td>
</tr>
<tr>
<td>from peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal assignments include multiple drafts with revision based on feedback</td>
<td>All written paper assignments are open for professor review of drafts. Paper 4 &amp; paper 5 have more formal professor review as part of the requirements for completing the papers.</td>
<td></td>
</tr>
<tr>
<td>from instructor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GWAR/Glade/Spring 2010