Syllabus

MISSISSIPPI VALLEY STATE UNIVERSITY

Academic Term and Year	Spring 2020
Course Prefix and Number	CJ390-01/20502
Course Title	Introduction to Statistics for Criminal Justice
Days, Time and Location of Class Meeting	TR 8:00 a.m. to 9:15 a.m., Social Science Bldg.-Room 18
Instructor's Contact Information	
Name:	Rochelle Cobbs, Ph.D.
Office Location:	Social Science Building—Office: "Research"
Office Hours:	M: 1:00 p.m. to 5:00 p.m. T: 11:00 to noon; 1:00 p.m. to 3:00 p.m. R: 11:00 to noon; 1:00 p.m. to 3:00 p.m.
Office Phone Number:	662.254.3133/3364
E-Mail Address:	recobbs@mvsu.edu
Course Prerequisite:	None
Required textbook(s):	Required Text(s): Fitzgerald, J., & Fitzgerald, J. (2013). Statistics for criminal justice and criminology in practice and research: An introduction (1st ed.). Thousand Oaks, CA: Sage Publication ISBN: 13-9781412993685.
Catalog Course Description	A basic course in statistics designed to introduce students to statistical concepts as well as descriptive and inferential statistics. (3)
Student Learning Outcomes [SLOs]	Upon completion of this course, the student should be able to: • Develop an understanding of the practical value of social statistics and statistical reasoning; • Demonstrate basic knowledge of basic statistical techniques in both descriptive and inferential methods, including hypothesis testing; • Interpret statistical results involving univariate and multivariate statistical analysis; • Demonstrate in writing and analysis the link between theory and research.
Program Learning Outcomes [PLOs]	Upon completion of the undergraduate program in criminal justice, the student should demonstrate understanding of the: 1. Crime issues, trends, and basic legal principles in America; 2. The social, economic and political forces that influence the definition and response to crime in America; and 3. The history, development and operations of the

	criminal justice system.
Course Requirements	A. Examinations: There will be a minimum of three (3) examinations, each worth 15% of the overall grade for the course (totaling 45%). Each exam will have approximately 50 questions. Each exam will encompass only the materials analyzed during that portion of the course and will consist of multiple-choice, true/false, essay items, etc. If a student finds it unavoidable to be absent from an examination, makeup exams are to be scheduled with the instructor and will only be given to students with excused absences (i.e., death of someone close, hospitalization of oneself or one's child, or a spouse, etc.) Expect such tests to be more challenging than regularly scheduled exams. B. Assignments/Projects (1-15): There will be a total of 15 practical exercises/assignments in line with the course objectives/lectures that will be completed by students throughout the semester. Each worth 2 percent of the overall grade for the course (totaling 30% of the final grade for the course). C. Assignment 16 (Peer-Review Project): This assignment is a peer review process among students enrolled in the course. Please refer to the peer review project grading rubric of the course syllabus for more information. The due date for this project is **March 31, 2020**. **Assignment 16 accounts for 5% of the overall grade for the course.** **Students are to exchange papers and provide feedback to one classmate's project.** When giving feedback, use the following Criteria (Please refer to the grading rubric for Peer Review Project): • Identify the strengths of the work first. Comment on the linkage of the topic to the course, the method of applying coursework to practice, and the use of research and theory to form the scaffolding for the work. • If indicated in your opinion, identify an area or areas that would benefit from expansion or clarification. When doing this, use the "I" viewpoint. With this peer feedback, the objectivity that comes with "fresh eyes" viewing one's work

	can add clarity to the next step in completing the work. Remember, all written work is in draft form. It can be revised and strengthened, and this is an important element of the self-reflection process. In addition, the instructor will also provide feedback to learners' paper.
	D. Assignment 17 (Term/Research Paper): Students are required to write a term paper on any contemporary criminal justice topic that is related to the material covered in this course. Such topics must first be discussed with the instructor for approval. The paper is to follow the APA style and must be between eight (8) to ten (10) typed double spaced pages. The term paper must consist of a minimum of eight (8) different citations. The term paper is due on or before **April 9, 2020.** Please note that plagiarism (the act of incorporating material that comes from another author without citing the source) is the most serious intellectual fraud and must be avoided. Any act of plagiarism will result in at least a failing grade for the assignment(s) and/or course. **Assignment 17 accounts for 15% of the overall grade for the course (see grading rubric for term/research paper below).** ***Note: All papers (including projects) must be typed in Times New Roman 12 font, double-spaced and typed in APA style/format, 6th edition.**
Supplementary materials:	Companion Website: https://edge.sagepub.com/
Class attendance policy:	Each student should be aware of Mississippi Valley State University's attendance requirements as reflected in its catalogue and that repetitive non-attendance could result in dropping the student from the course. Consistent and punctual class attendance is required. Tardiness is not acceptable unless bona fide excuses are provided.
Students' Responsibilities	• It is students' responsibility to attend and be prepared for every class to critically think, contribute, and analyze class topics. Students are to read required articles, chapters, and other readings assigned throughout the semester. Please note that the required reading will provide the basic information and class discussions will enhance, clarify and expand course material. • Students shall construct a mind set to learn within the university research driven environment by communicating through investigating, analytical writing, and critical thinking. This mind set is

	mandatory to achieve employment in the criminal justice system.
	• Please feel free to ask questions at any time during class. If you are unsure of something ask questions. If no one asks questions, the instructor will continue with the course instructions.
	• In this class, students should participate and have fun learning the course content!
Submission of Work:	The first week begins the first day of the term. Scheduled assignments MUST be completed and successfully submitted when requested by instructor by the due dates and times. **NO** opportunities will be available for making up class activities or assignments if students do not have a bona fide excuse. All course-writing assignments have to be submitted in APA format (6th edition).
Make-up examination policy:	Make-up examinations maybe scheduled only if a student can demonstrate (with supporting documents) the occurrence of an unavoidable event (sickness, accident, death, etc).
Course Drops/Incompletes:	Students not completing the course for any reason are required to submit official drop notices to the Registrar's Office prior to the deadline date. This is **your** responsibility. Failure to comply with the procedure WILL result in you receiving a letter grade of "**F."** **Also, if for any reason you decide to withdraw from the university at any time, please withdraw properly. Not officially withdrawing from the university may impact your financial aid and result in you owing the university.**
Cheating and plagiarism policy:	Cheating in any fashion will not be tolerated, including but not limited to plagiarizing another's words, work or ideas on individual class assignments. To address the situation of plagiarism, the University has implemented *Turnitin* to fight plagiarism and improve reading, writing, and research skills. *Turnitin* is a comprehensive plagiarism prevention system that lets faculty quickly and effectively check all students' work. Results are based on exhaustive searches of billions of pages from both current and archived instances on the Internet. Plagiarism will result in at least a failing grade for the assignment(s) and/or course.
Teaching/Learning Strategies	The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: class discussion, online activities, assigned readings, and/or individual projects. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also

	encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, and submit assignments and be prepared to discuss what they have read. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

Evaluation Procedures

Performance Standards/Grading:	
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% Below

Assessments	% of Overall Grade
Exams (3 @ 15% each)	*45*
Assignments (15 @ 2% each)	*30*
Peer Review Project (1 @ 5%)	5
Term/Research Paper (1 @ 15%)	15
Class Attendance/Participation (5%)	5
Total	**100**

ADA Statement

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If a student has a disability that qualifies under the Americans with Disability Act (ADA) and requires accommodations, he/she should contact the Services for Students with Disability Office (SSD) to obtain this service. Disabilities covered by the ADA may include learning, physical, psychiatric, vision, hearing, or chronic health disorder. Students who are uncertain if their condition/disability is qualified should contact the SDD Office.

Mrs. Kathy Brownlow/ADA Coordinator
Social Science Building, Office 105
Phone/e-mail: 662-254-3443, kbrownlow@mvsu.edu.

GRADING RUBRIC FOR PEER REVIEW PROJECT

The purposes of the peer-review process are three-fold which include:

(1) To encourage students to produce the best possible materials by providing specific and structured proof-readings and review processes before the final term/research paper is submitted to the instructor for grading/assessment;

(2) To allow peer-to-peer instruction, having each student raise the level of learning of the class by presenting new ideas and applications of concepts to a peer; and

(3) To provide students with additional opportunities to practice analytical and critical-thinking skills in the course as they analyze the structures, evidence, arguments, and plans as presented by their peers.

In the peer review/assessment process, students will earn points in the following participation criteria.

Criteria (100 total points)	Non-performance	Insufficient	Sufficient	Expected
Submitted your finished paper as requested for peer review assessment to allow your assigned peer to comment or make suggestions for improvement on your work **(20 points)**	**0 points**	**1-13 points** Incomplete/not finished/or 2 days past deadline.	**14-15 points** Fully completed and 1 day past deadline	**16-20 points** Fully completed and submitted on the due date as requested.
Provide meaningful feedback on submission of a learners data/research sufficiency **(20 points)**	**0 points**	**1-13 points** Comments are superficial and do not provide true analysis	**14-15 points** Comments indicate correct analysis of the data/research	**16-20 points** Comments include specific suggestions and additional resources for consideration
Provided meaningful feedback on structure/organization and clarity of points **(20 points)**	**0 points**	**1-13 points** Comments are superficial	**14-15 points** Comments identify potential problems with the structures and organization of the components/ Concepts	**16-20 points** Comments include specific suggestions improving structure and order
Provided meaningful feedback on the logic, assumptions, and recommendations the learner(s)/peer(s) has drawn **(20 points)**	**0 points**	**1-13 points** Comments provided are not logical or incorrectly state assumptions	**14-15 points** Comments illustrate useful analysis of logic and assumptions and identify potential problems	**16-20 points** Comments include specific suggestions for improving or resolving problems with logic or assumptions and

Provided all comments in a positive, encouraging, and constructive manner to a learner **(20 points)**	**0 points** Comments might be interpreted as insulting	**1-13 points** Comments are neutral or non-encouraging	**14-15 points** Comments include positive feedback and suggestions	**16-20 points** Comments praise specific strengths of the presentation as well as the constructively addressing weaknesses with alternatives that might be considered

<div align="right">Source: (MNSCU, 2012)</div>

GRADING RUBRIC FOR TERM/RESEARCH PAPER

Category/Criteria (75 total points)	Excellent A/B	Satisfactory C/D	Unsatisfactory F
Mechanics (15) points)	**12-15 points:** Paper has no to a few (0 to two) spelling, grammatical or sentence structure errors.	**9-11 points:** Paper has some (3 to 5) spelling, punctuation, grammatical and sentence structure errors, but not enough to detract from the content.	**0-8 points:** An abundance of spelling, grammatical, punctuation, and sentence structure errors that detracts from the content.
Organization (30 points)	**24-30 points:** Paper follows the APA 6th ed. format, progresses in a logical manner, and has appropriate transitions.	**18-23 points:** Paper has some problems with format, logic and transitions, but not enough to detract from the content.	**0-17 points:** An abundance of format, logic and transition issues that detracts from the content.
Citations/Sources (15 points)	**12-15 points:** All sources are properly cited both in-text and in the reference page.	**9-11 points:** Only minor issues with citation placement and reference page.	**0-8 points:** An abundance of citation errors in-text or in the reference page.

Content. (40 points)	32-40 points: Author addresses all aspects of the assignment, has fully developed ideas, uses description and analysis appropriately, demonstrates critical thinking skills and uses appropriate sources. .	24-31 points: Author needs to make minor improvements to addressing, developing ideas, describing/analyzing, demonstrating critical thinking skills and using appropriate sources.	0-23 points: Author fails to address the assignment, develop ideas completely, describe or analyze appropriately, use critical thinking skills and use appropriate sources.

Source: (Lenning & Quinn, 2011)

If student/learner submits a paper with more than 9% commonalities of published information (according to turnitin.com), then, the student will obtain a total of 0 points for his or her submission/submittal.

Total Points: _____/100
General Comments:

Course Outline: *subject to some changes depending on the needs and level of the class*	
WEEKS	**ASSIGNMENTS**
1 1/13-1/19	**January 13: Classes Begin** **Introduction of Course, Students and Professor)** Review of syllabus
2 1/20-1/26	Chapter 1— The Study of Statistics in Criminal Justice Assigned Reading: Chapter 2 **Complete Assignment 1** **January 20: Martin Luther King Holiday** **January 21: Classes Resume**
3 1/27-2/2	Chapter 2—Scientific Research and Statistical Analysis Assigned Reading: Chapter 2 **Complete Assignment 2** **January 30: Submit Topic for Term/Research Paper** **January 27: Last Day to Drop/Add Classes/Registration Closes** **January 31: Report of Non-Attendance Due**
4 2/3-2/9	Chapter 3—Basic Descriptive Univariate Analysis Assigned Reading: Chapter 3 **Complete Assignment 3** **February 6 MLK/Black History Convocation**
5 2/10-2/16	Chapter 4—Describing Univariate Distributions Assigned Reading: Chapter 4 **Complete Assignment 4**
6 2/17-2/23	Chapter 5—Distribution: Normal and Otherwise Assigned Reading—Chapter 5 **February 21: Graduation Application Due to Student Records** **Complete Assignment 5**

7 2/24-3/1	Prepare for Exam 1 **Exam 1 (covers lecture notes, chapters 1-5)** **February 26: 1st Draft of Term/Research Paper (title, 4 text, and reference pages)**
8 **3/2-3/8**	Chapter 6—An Introduction to Probability Theory and Probability Distributions Assigned Reading: Chapter 6 **Complete Assignment 6** **March 2-6: MID-TERM EXAMS** **March 5: 1st Draft of Term/Research Paper (title, 4 text, and reference pages)**
9 3/9-3/15	Chapter 7—Univariate Inferential Statistics: Sampling Distributions and Population Parameter Estimations Assigned Reading: Chapter 7 **Complete Assignment 7** **March 9-13: Spring Break**
10 3/16-3/22	Chapter 8—Bivariate Hypothesis Testing with Nominal and Ordinal Variables Assigned Reading: Chapter 8 **Complete Assignment 8** **March 16: Classes Resume** **March 16-18: Academic Advisement** **Online Registration begins for Summer I, Summer II & Fall 2020** **March 19: Honors Convocation**

11
3/23-3/29
	Chapter 9—Bivariate Hypothesis Testing for the Difference Between Two Means
	Assigned Reading: Chapter 9
	March 26: 2nd Draft of Term/Research Paper (title,
	           abstract, 8 to 10 text, and reference pages)
	                      Due
	Complete Assignment 9
	March 26: Last Day to Withdraw from a Class

12 3/30-4/5	Chapter 10—Bivariate Hypothesis Testing with One-Way Analysis of Variance Assigned Reading: Chapter 10 **March 31: Peer Review Assessment Due (Assignment 16)** **Complete Assignment 10** **April 2: Research Day** **Last Day to Withdraw from the University**

13
4/6-4/12
	Chapter 11—Bivariate Linear Regression and Correlation and Linear Partial Regression and Correlation
	Assigned Reading: Chapter 11
	April 9: Final Draft of Term/Research Paper (Assignment 17) Due (Student are to
	           submit Final Draft via turnitin.com and bring a Hardcopy of
	           Term/Research Paper to class)
	Complete Assignment 11
	April 10: Good Friday

14	Chapter 12—Multivariate Linear Regression and Correlation Analysis and Logistic

4/13-4/19	Regression—An Introduction Assigned Reading: Chapter 12 **Complete Assignment 12** **April 13: Easter Monday; Classes Resume 6:00 p.m.-Monday Night** **April 13-17: Founder's Week** **April 16: Founder's Day Convocation**
15 4/20-4/26	Chapter 13—Nonparametric Statistics Assigned Reading: Chapter 13 **Complete Assignment 13** **Preparation for Exam 3**
16 **4/27-5/3**	Chapter 14—Real Life Adventures of Statistics Users Chapter 15—Summary and Conclusions Assigned Reading: Chapters 14 and 15 **April 27-30: Senior Final Exams** **Complete Assignments 14 and 15** **May 1: Senior Final Grades Due**
17 **5/4-5/10**	**May 4-8: Final Exams**

Disclaimer	This syllabus is not a contract. It is only a guideline. The instructor reserves the right to make changes and additions to this syllabus at her discretion. If changes are necessitated during the term of the course, you will be notified of changes in class.

Note: Mississippi Valley State University uses Canvas as its Learning Management Platform for online instructions. Pertaining to Canvas, either a faculty/staff member or a student, may ask, which Internet Browser Should I Use for Canvas?

The latest versions of **Firefox**, **Chrome**, and **Safari** are all good choices for working in Canvas. Important note: If you need help downloading one of these browsers, Mr. Huntley and Mr. Pendleton (Online and Distance Education Staff) will be happy to help you. They can be reached at 662-254-3114 or 662-254-3624. Additionally, you may contact them via email at mack.pendleton@mvsu.edu and hunt@mvsu.edu.

It is a good idea to have more than one browser installed on your personal computer. Many times problems you experience online can be fixed by switching from one browser to a different browser.