

**JS 499-7501 – Senior Research Project
Lewis-Clark State College
Spring 2016**

CREDITS: 3 credits

PREREQUISITE: Arrangement with Instructor

INSTRUCTOR: Heidee McMillin (208) 292-2680
E-mail: hemcmillin@lcsc.edu
Office hours: Walk-in or by appointment

COURSE DESCRIPTION:

This is a senior level course designed to allow the student to use his/her accumulated knowledge to further study research issues in Justice Studies, and apply research methods to complete a topic of the student's choosing. The subject and method of research must be approved by the instructor. Students may work together on a research project with instructor approval.

We will meet as a group on Tuesday, January 19th at 11:00 in Molstead 256.

Important Due Dates:

- 1/25 Turn in your completely updated/edited paper and IRB application from last semester
- 3/21 First draft of your Excel spreadsheet due
- 4/4 Rough draft of your research **findings** due
- 4/15 Practice Powerpoint presentation: (10:00 am, Molstead classroom TBD)
- 4/22 Practice Powerpoint presentation: (10:00 am, Molstead classroom TBD)
- 4/29 Senior Research Symposium
- 5/2 Final Draft of your research paper due
- 5/2-6 ACAT Exam

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FOR STUDENTS CONDUCTING AN ORIGINAL RESEARCH PROJECT (Collecting their own data):

1. Attend the first class meeting on Tuesday, January 19th at 11:00 (Molstead Classroom TBD). Please bring your most current Research Proposal and IRB Application so we can finalize your research proposal, and initiate the IRB process for your research. **YOU CANNOT COLLECT ANY DATA FOR CLASS PURPOSES UNTIL YOU HAVE LCSC IRB APPROVAL TO DO SO.** Any violation of this research code of ethics will result in an “F” for this course.
 - a. A complete IRB application will include a **letter of support from the agency** you plan on using for your research (e.g., Idaho Department of Correction, Kootenai County Juvenile Detention Center, Adult Misdemeanor Probation, etc.).
 - b. *You are expected to be in frequent contact with the instructor with questions and updates regarding your data collection. The earlier potential barriers are identified and brought to the instructor’s attention, the more likely we will be able to address them before the semester ends.*

2. While waiting for your IRB approval, set up your Excel spreadsheet. See the example spreadsheet posted in Blackboard. Each column heading should relate to a survey question. For example:

Survey Question 1: How many criminal convictions do you have?

Excel spreadsheet column heading: **Convictnum**

Survey Question 2: What crimes have you been convicted of?

Excel spreadsheet column heading: **Convicttype**

Your Excel spreadsheet column headings should be in the same order as your survey questions.

The first draft of your **Excel spreadsheet** (can be with or without any data entered into it) must be turned in to Blackboard by **Monday, April 4th before midnight.** I am happy to meet with you prior to this date to help you set up your spreadsheet, or review rough drafts of the spreadsheet you send me, prior to March 9th.

3. Once your IRB application is approved, you can begin collecting data.

Because most of you will have anonymous surveys, as surveys are returned to you, write a “1”, “2”, “3” consecutively on the front page of each survey. This way, if you need to re-check your data entry, you know which survey to pull to find the missing/incorrect data on your data sheet.

4. A **rough draft** of your research findings must be completed and turned in as an attachment to Blackboard (either .doc or .rtf format) by **Monday, April 4th before midnight.** The rough draft will consist of:

- a. Your complete *edited* Research Proposal with updated **Methods** section and preliminary **Research Findings**
- b. Your completed Excel spreadsheet

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5. Your powerpoint presentation will be presented at the Senior Research Symposium on Friday, **April 29th**. We will **meet on Friday, April 15th and Friday April 22nd at 10:00 am (Molstead classroom TBD)** to practice your presentations. Again, I am happy to meet with you individually to review your Powerpoint and collaborate on ways to improve it.

6. The final paper is due to Blackboard **Monday, May 2nd before midnight.** The final paper will consist of:
 - a. Your final *edited* Research Proposal with attachments
 - b. Your final Research Findings
 - c. Your completed Excel spreadsheet

Be sure to **update your Abstract** to include a brief summary of your research findings.

All work submitted in this class MUST:

- d. Include your name, the course name or number, assignment name & date
- e. Be turned in by the due date
- f. Demonstrate an understanding of the material covered
- g. Include an element of critical thinking (no regurgitating from lectures or textbook) - take what you've learned and draw some conclusions about it.
- h. Be typewritten, double-spaced, with one-inch margins
- i. Include page numbers
- j. Be proofread and spellchecked (i.e., free of typographical and grammatical errors)
- k. Be submitted electronically, in either **.doc** or **.rtf** format to Blackboard.
- l. Cited appropriately (provide textbook page numbers or websites you used for your answers.)
- m. Be written to national APA standards (see <http://owl.english.purdue.edu/owl/resource/560/01/> for examples)
- n. Be at least 20 - 25 pages (excluding References page).

- o. **Your reference page should be single-spaced** and in APA format (see <http://owl.english.purdue.edu/owl/resource/560/06/> through 560/11/ or <http://www.cws.illinois.edu/workshop/writers/citation/apa/> for examples.)
- p. **Remember to write in third person (professional voice), like a reporter.** Avoid using "I" statements (e.g., "I think", "I believe", "In my opinion", etc.)

Papers that do not include the above criteria will be returned to the student, unexamined.
This could negatively affect your grade if timelines are not met.

The results section of your paper should be set up as follows:

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RESULTS (4 - 10 pages)

Sample

Describe your sample in as much detail as you have collected. For example:

- How many people answered “yes” to a particular question?
- How many women/men were in the study?
- What was the age range of the participants?

Survey Findings/Interviews/Observations

Here you will share the data results from your data gathering. Provide the answers to the questions of your surveys/questionnaires, interviews, and/or observations. Begin by looking at your Excel spreadsheet and counting “how many?”

To present your data after you have counted it, **remember that it is often best to present data in a table.** Be sure to provide a title for your tables.

When summarizing the table do NOT simply repeat the data found in the tables. Interpret what the data (numbers) mean, and draw some conclusions about it (e.g., What happened the most? What happened least? Why might the numbers be low/high?). You’ve got a BIG brain now – use it! 😊

DISCUSSION AND IMPLICATIONS (3-4 pages)

Discussion

This section will be an explanation of the findings (**NOT A REPETITION**). This is where you will tie what you found in your study with your literature: where your results agree and where they disagree and some possible reasons why they disagree.

Implications

Your final implication section will **thoroughly discuss** how your findings might impact criminal justice **policy, practice, and future research.**

Succeeding in this class:

As this class does not meet on a regular basis, you are required to become a **self-starter** who works in a professional, organized manner, to complete this research. This is what employers expect from a college graduate, so it is good to start practicing it now. **Please do not flounder around, frustrated, not making any progress on your own. If you hit a roadblock, let me know ASAP so we can start problem-solving as soon as possible.**

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I am happy to guide and assist you in any way I can.

- I will accompany you to any agencies where you are requesting data.
- I will help you through the IRB process.
- I will advocate on your behalf to motivate people to work with you in a timely fashion to complete your research on time.
- I will serve as a sounding board for problems that arise (and they will).
- I will assist you in analyzing your data

I will not:

- Be constantly checking to see if you are doing the research. This is your project. **You need to set aside regular hours each week to devote to this class (i.e., collecting and analyzing your data, and writing the findings), as you would any other class you take.**
- Grant an Incomplete grade to students who were not able to use their time wisely. Employers do not accept this, so it is beneficial for you to practice good time management skills now.

TIPS FOR A SUCCESSFUL STUDENT RESEARCH EXPERIENCE

1. **BE PROFESSIONAL.** Remember, you are learning in a **professional working environment**. The fact that you are a student does not excuse you from dressing, speaking, and behaving in a professional manner. You are “free to be me” on your own time. You are reaping the benefits of real-life learning – be a respectful beneficiary.

Establish a work schedule with your agency and stick to it. If you are going to be late, or out sick, call your agency and let them know. Try to schedule outside appointments so that they do not conflict with your data collection schedule. This is a professional agency that is taking valuable time to help prepare you for a career. Respect that time by being reliable and unobtrusive.

2. **BE AN EXEMPLARY REPRESENTATIVE OF LCSC.** When you conduct student research at a professional agency, you are representing Lewis-Clark State College. Continued academic-professional relationships with these agencies depend very much on agencies having a positive experience with, and perception of, LCSC. One rude, unreliable, unprofessional student can ruin research opportunities for future students.

The College, the Justice Studies program, and your instructor have worked very hard to build these relationships to provide you with a wide array of research opportunities. Do not jeopardize these relationships by being unprofessional, unreliable, or disrespectful.

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FOR STUDENTS CONDUCTING NORMATIVE (Policy Analysis) RESEARCH (not collecting original data):

This type of research paper includes the following sections:

- **Introduction** (1 - 2 pages)
 - State which policy you will be analyzing and why it is important.
 - Discuss why the policy was enacted (i.e., What problem was it supposed to solve?)

- **Literature Review** (7 - 10 pages) **must** include:
 - At least 5 scholarly resources, plus
 - At least 5 pre-approved non-scholarly resources (e.g., court opinions, statutes, interviews with professionals, etc.) that relate to your policy. **Interviews cannot be conducted without an approved IRB Application.** Please submit your IRB application ASAP to avoid any delays in collecting data via interviews.
 - You will submit 2 article/source reviews per week, beginning Friday, February 11th until ten (10) acceptable sources have been identified and properly reviewed.
 - You will meet weekly with the instructor to discuss and review your graded article/source reviews for **relevance** to your chosen topic and **professional level of written communication.**
 - **Failure to complete 2 article/source reviews per week and/or failure to meet weekly with the instructor will reduce your grade by 10% each week.**

- **Methodology** (1-2 pages)
 - Where you found your resources
 - Why they are good choices for your research question

- **Analysis** (6-10 pages)

You will argue **both sides** of the policy and/or compare several policies and discuss their strengths and weaknesses using the resources you collected. For example:

 - “Drug-addicted, pregnant women should be criminally punished because . . .”
 - “Drug-addicted, pregnant women should NOT be criminally punished, but instead, provided treatment and support services because . . .”

In this section, you will need to demonstrate a comprehensive understanding of the issues and be able to write persuasive arguments, based on your critical analysis of the literature, for each position.

- **Summary** (3 page minimum)
 - Here you will state which argument/policy is most convincing and provide researched reasons why.

- **Recommendations/Solutions** (1-2 pages)
 - Here you will provide a reasoned policy recommendation based on your research.

This paper will be approximately 20 pages when finished.

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- A rough draft of your policy paper must be completed and turned in to Blackboard as an attachment (either .doc or .rtf format) **Monday, April 4th before midnight.**
- Your powerpoint presentation will be presented at the Senior Research Symposium on Friday, April 29th We will **meet on Friday, April 15th and Friday April 22nd** to practice your presentations.
- The final paper is must be turned in to Blackboard by **Monday, May 2nd before midnight.**

PLEASE NOTE:

As part of this class, you are required to take the **ACAT exam**. This exam assesses what you have learned while in the LCSC Justice Studies Program. Your score on the exam will **not** affect your grade in this class. You will take the exam at an agreed upon date and time near the end of the semester.

LCSC Student E-Mail Account

Because this class does not meet in person, it is *vital* that your e-mail account work properly. According to college policy, your LC student e-mail account is the only e-mail we can use to communicate with you. We send you important information in e-mails that must be viewed in a timely manner. ***Please check your e-mail regularly!*** Another simple option is putting a forward on your LCMail to an account that you check more regularly. To do this:

1. Get logged into your LCMail account
2. Go into your inbox
3. Click on “settings”
4. Click on “Forwarding and POP/IMAP”
5. Click on “Forward A Copy of Incoming Mail to:”
6. Insert your other e-mail address into the blank field
7. Select “Keep LCSC Mails Copy in the Inbox” (if you choose)
8. Scroll to bottom and Save Changes

Students with Disabilities

In compliance with the Americans with Disabilities Act of 1990 and Section 504/508 of the Rehabilitation Act of 1973, LCSC-CdA provides services and accommodations to students who experience barriers in the educational setting due to learning, emotional/psychiatric, physical, visual, or hearing disabilities. For more information please contact Lewis-Clark State College, 1031 N. Academic Way, STE 140, Coeur d’ Alene, ID 83814 (208) 666-6707. Please also let your instructor know of any special needs you may have to achieve a successful learning environment.

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LEWIS-CLARK STATE COLLEGE Syllabus Addendum

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at <http://www.lcsc.edu/consumer-information/>

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://webdev.lcsc.edu/catalog> and the LCSC Student Handbook (<http://www.lcsc.edu/media/2157659/Student-Handbook.pdf>) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs' web page (<http://www.lcsc.edu/student-affairs/student-code-of-conduct/>).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

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Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by VP for Student Affairs & Provost 7/07/2015