Boise State University
Foundational Studies Program Course Application Form
Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

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Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part I. Course Information

Course Number and Title: CJ 425: Research Methods

Type of Foundational Studies Course – (Choose One):
[ ] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[ ] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)
   Includes Lab: [ ] Yes [ ] No
[ ] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[ ] Face to Face
[ ] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. CJ 425 satisfies 3 credits of the Foundational Studies Program's Communication in the Discipline requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 1. Write effectively in multiple contexts for a variety of audiences
ULO 2. Communicate effectively in speech, both as a speaker and listener

*CJ 425: Research Methods* is designed to introduce you to the concepts and methods used to conduct scientific research. Often, students will say that they do not intend to go to graduate school so they do not need to know how to do research. While attending graduate school does generally require you to conduct research, it is not the only place that will expect you to understand and/or undertake a study. More and more criminal justice agencies are becoming evidence-based agencies, meaning they are developing and implementing policies and practices based on valid research. Therefore, many agencies throughout the criminal justice system are searching for potential employees who can understand, interpret, and even conduct research studies. In other words, it is my goal to make you informed consumers of scientific research. This course helps to achieve the goals of the Foundational Studies Program by focusing on the following course learning outcomes.

After successful completion of this course, you will be able to:

- Define commonly used terms in research methodology
  - Homework assignments during the first half of the course will assist in measuring this objective.
  - Three tests will be administered to measure your meeting this objective.
- Explain major concepts in research design
  - The same activities will be used to measure this objective.
- Use knowledge of research methodology to design a research study
  - The research proposal will be used to measure this objective.
- Refine use of standard criminal justice styles of writing and use of citations
  - The research proposal will be used to measure this objective.
- Demonstrate ability to logically organize a research paper and communicate effectively
  - The research proposal will be used to measure this objective.
- Refine oral presentation skills
  - The research proposal presentation will be used to measure this objective.
- Analyze previously published research studies in terms of research design and methodology
  - The research proposal, specifically the review of research section, will be used to measure this objective.
  - The article summaries in the second half of the course will also be used to measure this objective.
Part III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)

CJ 425: Research Methods: Special Needs
If you have any physical or learning disabilities that you believe may affect your performance in class, please contact me during the first week of the semester, so we can make appropriate arrangements. Information on the Office of Disability Services can be found at http://disabilityresourcecenter.boisestate.edu/.

Part IV. Evidence of Quality Course Design

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

Please see below.
<table>
<thead>
<tr>
<th>Foundation ULO 1 &amp; 2 Criteria</th>
<th>Foundation ULO 1 &amp; 2 Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
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<tbody>
<tr>
<td>ULO 1.1-1.6: Write Effectively</td>
<td>Focuses narrowly on a clear purpose</td>
<td>Demonstrate ability to logically organize a research paper and communicate effectively</td>
<td>Research proposal</td>
<td>Students in all sections of CJ 425 will write their research proposals in separate sections (introduction, literature review, and methodology) in multiple drafts per section in order to receive feedback from instructor(s) on organization, appropriate voice, language, terminology, appropriate use of sources and citation style.</td>
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<td>Adopts an appropriate voice, tone, &amp; level of formality</td>
<td>Refine use of standard criminal justice styles of writing and use of citations</td>
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<td>Uses the text conventions of writing in a field professionally</td>
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<td>Evaluates &amp; synthesizes ideas from sources well; documents sources</td>
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<td>Improves across series of drafts that are the result of drafting, revising and editing in response to feedback</td>
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<td>Controls mechanical features such as syntax, grammar</td>
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<td>ULO 1.7-1.10: Write in Multiple Contexts</td>
<td>Uses genres appropriate to the discipline well</td>
<td>Refine use of standard criminal justice styles of writing and use of citations</td>
<td>research proposal on a topic of their choice in the field of criminal justice to include an introduction, literature review, and methodology.</td>
<td>Students in all sections of CJ 425 will write their research proposals in multiple drafts in order to receive feedback from instructor(s) on appropriate voice, language, terminology, and sources (both peer and non-peer reviewed). Students in all sections of CJ 425 will write summaries of selected peer reviewed articles for a wider practitioner audience in order to learn to translate scientific research for the work setting.</td>
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<td>Responds well to the needs of different rhetorical situations</td>
<td>Analyze previously published research studies in terms of research design and methodology</td>
<td>The research proposal, specifically the review of research section, will be used to measure this objective AND the article summaries in the second half of the course will also be used to measure this objective.</td>
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<td>Uses wide variety of resources to locate sources</td>
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<td>Exploits wide range of communication strategies appropriate to contexts (including electronic ones)</td>
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<td>ULO 1.11: Write for a Variety of Audiences</td>
<td>Responds well to the needs of different audiences</td>
<td>Refine use of standard criminal justice styles of writing and use of citations</td>
<td>research proposal on a topic of their choice in the field of criminal justice to include an introduction, literature review, and methodology. The article summaries in the second half of the course will focus on writing for the wider practitioner audience.</td>
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<td></td>
<td>Addresses professionally the expectations of disciplinary audiences</td>
<td>Analyze previously published research studies in terms of research design and methodology</td>
<td>The article summaries in the second half of the course will focus on writing for the wider practitioner audience.</td>
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<td>ULO 2.1-2.5: Communicate Effectively as Speaker</td>
<td>Focuses on compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported</td>
<td>Organize and orally present an overview of their research proposal that includes citations and references to support their hypothesis(es) and an appropriate methodology to test their hypothesis(es).</td>
<td>Oral presentations</td>
<td>All students enrolled in CJ 425, Criminal Justice Research Methods sections during the semester will first complete a presentation of their research idea to other students enrolled in their section of the course in order to practice their presentation skills and receive appropriate feedback AND Present their completed research proposal in front of enrolled students across all sections of CJ 425 and interested faculty and students during a Criminal Justice Undergraduate Research Day to be held at the Student Union Building each semester during the academic year OR For students enrolled in CJ 425, Criminal Justice Research Methods via distance education, oral presentations (both practice and final) will be completed using video which will be uploaded and viewed by all other students enrolled in the course and interested faculty.</td>
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</table>

- Makes imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasion
- Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interactions) so that speaker appears prepared polished and confident
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<td>ULO 2.6: Communicate Effectively as Listener</td>
<td>Responds with critical understanding of oral communication of ideas</td>
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<td>All students enrolled in sections of CJ 425 will provide written feedback to each presenter at both the practice and actual presentation regarding the content and delivery of the presentation.</td>
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5-16-2013

Foundational Studies Program Director Signature

Date