

---

TERM & YEAR

CJ 497

# INVESTIGATION *and* REPORT

*Professor: Burrel Vann Jr*

*Room: TBD*

*Day & Time: TBD*

*Schedule #: TBD*

---



# DESCRIPTION

The ability to analyze and interpret quantitative data, conduct research independently, and effectively present your ideas in a coherent and convincing way, are highly-regarded skills on the job market. By the conclusion of this course, students will have developed and demonstrated effective research, analytical, critical thinking, problem solving, and communication skills.

During this course, students will expand their skills by learning how to analyze and interpret data, use effective data visualization techniques, and how to report their analyses. Students will also read and discuss research relevant to the field of criminal justice.

This course is offered in an online/asynchronous format and relies on traditional lecture and individual assignments. This course is organized into 8 modules. Within each module, you'll be asked to read chapters from the reader, watch videos, and complete assignments for credit.

# OBJECTIVES

- To use basic data collection and analysis techniques relevant to the field of criminal justice
- Identify organizational or policy problems, and present relevant context
- Analyze empirical data collected by law enforcement organizations
- Produce graphs, figures, and tables
- Synthesize methodological knowledge and data on a selected topic into an executive summary for an agency report, using proper syntax and grammar with correctly cited sources and academic references

# CONTACT

Professor: **Burrel Vann Jr**

Email: **bvannjr@sdsu.edu**

Office: **<https://SDSU.zoom.us/j/81468538945>**

Office Hours: **By appointment only, on Wednesdays: 9:00am-10:00am**

## EMAIL POLICY:

*When emailing about the course, please provide the course number in the subject line. I check email twice per day, Monday through Friday, between 9:00am and 5:00pm. Please allow up to 72 hours for a response.*

## Requesting Help:

*If you miss a class meeting, you should: First, look on the course website for material you missed. Second, if you need help understanding material, you should contact your classmates via Canvas (direct email or discussion board). Third, if you still find it difficult to understand the material, email me to schedule an appointment chat with me during Zoom office hours. For office hours, I require 3-days notice to schedule a meeting.*

## Requesting Non-Office-Hours Zoom Meetings:

*If you still need help but cannot attend office hours, you may email me to request a meeting. For Non-Office-Hours Zoom meetings, I require a minimum of 3-days notice.*

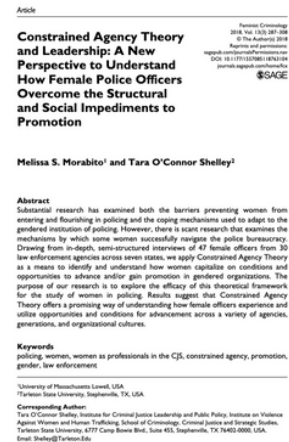
# MATERIALS



David Jancsics

## BOOK REQUIRED

David Jancsics. 2021.  
**Investigation and Report  
Reader.** San Diego, CA.  
Montezuma Publishing..



## ARTS REQUIRED

Articles & Book Chapters

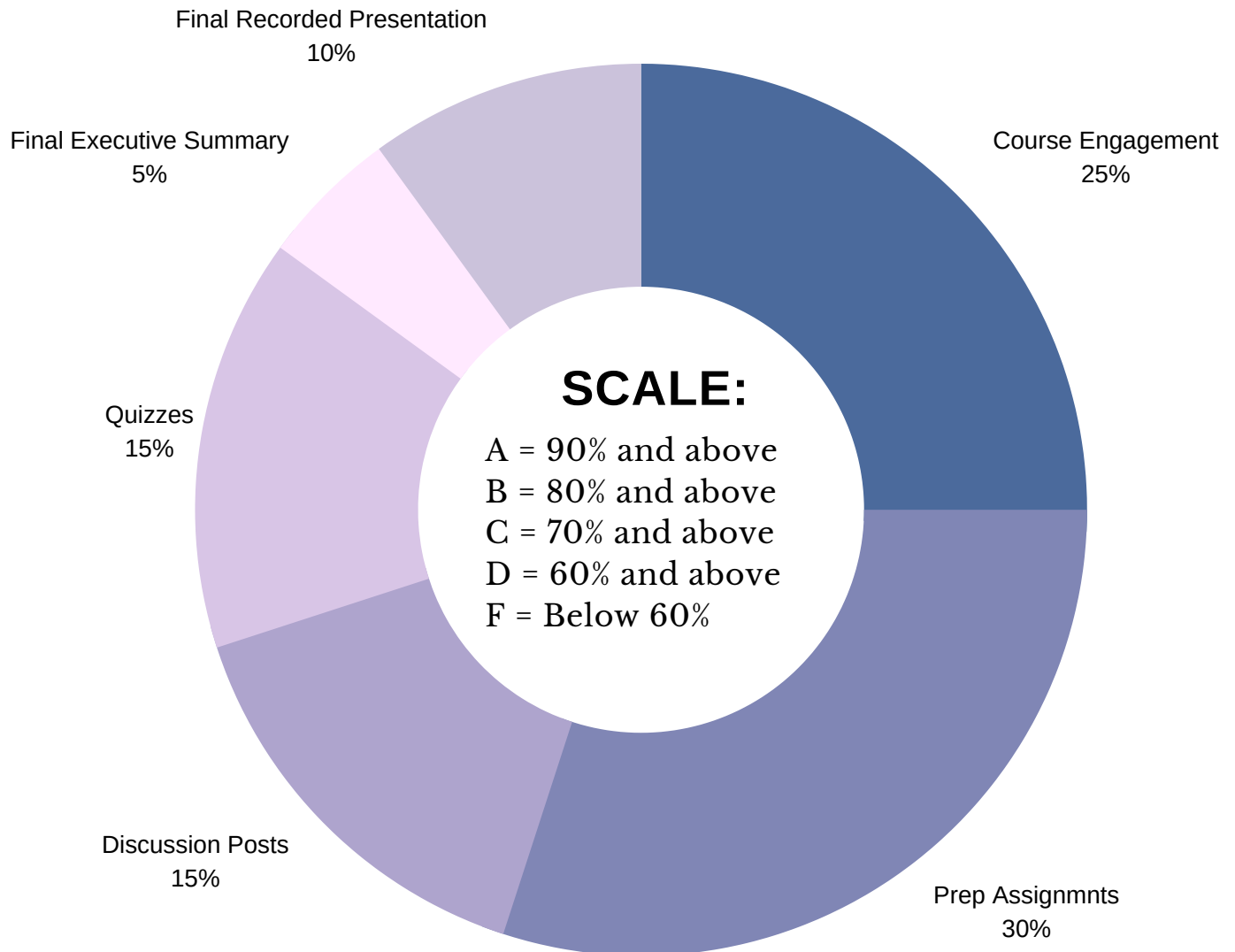
### TECHNOLOGY ACCESS:

To be successful in this class, students will be required to have access to a computer with an internet connection and Google Drive.

- **Computer w/ Internet Access:**
  - Because this is an asynchronous online course, students must maintain be able to access the course material.
- **Google Drive/Microsoft Office:**
  - Students will complete their assignments via Google Docs/Sheets. As an alternative, students can use Microsoft Word/Excel.

# GRADING

Final grades will be based on course engagement (e.g. participation, attendance), six (6) prep assignments, three (3) quizzes, three (3) discussion board posts, a final executive summary, and a final recorded presentation portfolios for a total of 100 points. This class does **NOT** use the +/- grading breakdown.



## GRADING/REGRADING POLICY:

*Students who wish for an assignment to be regraded are required to submit a written formal request, stating why the work warrants a higher grade, within seven (7) days of the date when the graded work is returned. Beyond these seven (7) days, assignment will not be regraded. A regrade may result in the same, a higher, or a lower grade - although students requesting a regrade on an assignment often receive a lower grade.*

*No late work will be accepted. In extreme circumstances, however, written documentation will be required before late work is accepted.*



# 30 PTS

## PREPS

This class includes six (6) prep assignments (worth 5 points each), one due every few weeks throughout the semester.

Prep assignments will help you practice the things you're learning through presentation and analysis.

# 15 PTS

## QUIZZES

This class includes three (3) quizzes (worth 5 points each), one due every few weeks throughout the semester.

Quizzes will assess your understanding of data analysis concepts. Quizzes are open book but are NOT collaborative.

# 5 PTS

## FINAL EXECUTIVE SUMMARY

Students will prepare a 2-5 page summary that analyzes issues confronted in police departments, using data provided.

# 25 PTS

## COURSE ENGAGEMENT

Attendance for this class is critical for your overall success in the course, as it allows you to participate in discussions about quantitative methodology.

# 15 PTS

## DISCUSSION POSTS

Students will actively engage with criminal justice research through discussion board posts.

Students must read the assigned academic articles and answer questions about them posted on the discussion board.

# 10 PTS

## FINAL PRESENTATION

Students will prepare, record, and upload a 10-minute Powerpoint presentation which briefly covers all aspects of their findings for the Executive Summary.

ASSIGNMENTS DUE ON **SATURDAYS AT 11:59PM** OF ASSIGNED WEEKS

### EXTRA CREDIT POLICY:

*Students may be given the opportunity for extra credit (in the form of a portfolio), worth a maximum of 10 points. If granted, extra credit is only accepted when it is due and will not be accepted late.*

# ENROLLMENT

## PREREQUISITES FOR COURSE:

Credit or concurrent registration with **CJ 300**. Only open to students with senior standing who are criminal justice majors.

## ADDING & DROPPING:

Students must make adjustments to their course schedule by the add/drop deadline indicated in the current term's **Academic Calendars**.

# STUDENT CONDUCT

Please be courteous to your classmates and me by remaining engaged and respectful. Students are expected to conduct themselves in a way that does not interfere with the educational experience of others.

## ACADEMIC (DIS)HONESTY:

The University adheres to a strict policy regarding **cheating and plagiarism** (outlined in **Executive Order 1098**). These activities will not be tolerated in this class. Become familiar with the policy and what constitutes plagiarism. Any cheating or plagiarism will result in failing this class and a disciplinary review by the University. These actions may lead to probation, suspension, or expulsion.

Examples of plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
- Replacing words or phrases from another source and inserting your own words or phrases
- Submitting a piece of work you did for one class to another class

## NETIQUETTE

Netiquette is online etiquette applicable to all course communications. As such, students must use appropriate language for an educational environment, including:

- - Using complete sentences, proper spelling, and grammar
  - Avoiding slang and uncommon abbreviations
  - Avoiding obscene or threatening language
-

# RESOURCES

A complete list of all academic support services is available on the [Academic Success](#) section of the [Student Affairs](#) website.

## STUDENTS WITH SPECIAL NEEDS:

Please inform the instructor during the first week of classes about any special needs that require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with “disabilities” must document their special needs at the Student Ability Success Center (SASC) in order to receive accommodations for their courses. Additional information can be found at the [SASC website](#), by calling [619-594-6473](#), or by email at [sascinfo@sdsu.edu](mailto:sascinfo@sdsu.edu).

## COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS):

[CAPS](#) offers confidential counseling services by licensed psychologists, counselors, and social workers. More info can be found at their website or by contacting [619-594-5220](#). You can also [Live Chat](#) with a counselor between 4:00pm and 10:00pm, or call San Diego Access and Crisis 24-hour Hotline at [888-724-7240](#).

## WRITING CENTER:

For help with improving your writing ability, the staff at the SDSU [Writing Center](#) is available in person and online.

## STUDENT TECHNICAL SUPPORT:

Student support for Canvas is provided by the Library Computing Hub, located on the 2nd floor of Love Library. They can be reached at [619-594-3189](#) or by emailing [hub@sdsu.edu](mailto:hub@sdsu.edu).

## EMERGENCY PREPAREDNESS:

Information about SDSU’s emergency preparedness policy can be found at [Campus Emergency Preparedness](#).

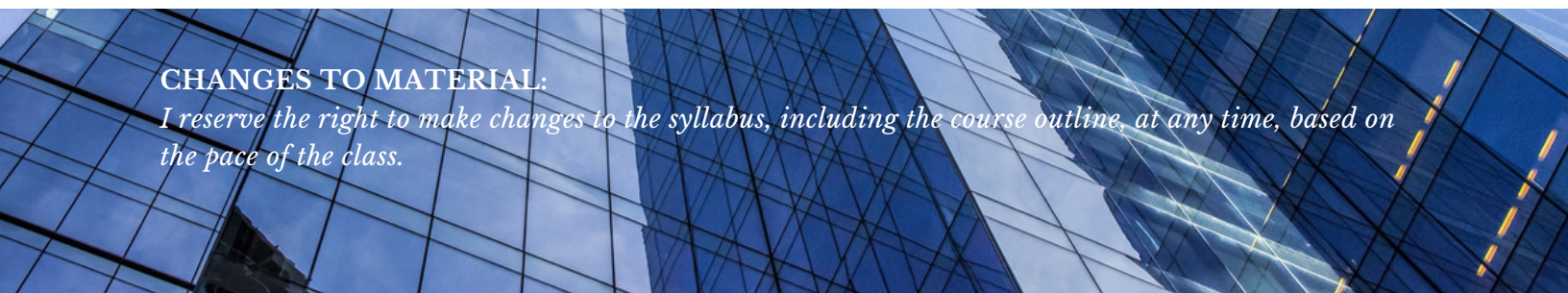
# D.E.I.

## DIVERSITY, EQUITY, AND INCLUSION

In this class, through readings, exercises, and activities, we are committed to honoring the diversity of experiences, including but not limited to race, ethnicity, culture, language, sex, gender identity and expression, sexual orientation, national origin, colonial status, immigration status, religion, age, ability, as well as underrepresented, first-generation, veteran, and non-traditional status. Through the inclusion and honoring of diversity, we hope to highlight the ways in which equity can be accomplished.

## CHANGES TO MATERIAL:

*I reserve the right to make changes to the syllabus, including the course outline, at any time, based on the pace of the class.*



**1**

MODULE 1

**READ/WATCH**

Ch. 1

**DUE**Introduce Yourself! (3/23)  
Prep #1 (3/23)

MAR 18

**INTRODUCTION, VARIABLES & LEVELS OF MEASUREMENT****2**

MODULE 2

**READ/WATCH**

Ch. 2

**DUE**Quiz #1 (3/30)  
Prep #2 (3/30)

MAR 25

**DESCRIPTIVE STATISTICS: PERCENTAGES, RATIOS, & FREQUENCIES****3**

MODULE 3

**READ/WATCH**

Chs. 3 &amp; 4

**DUE**

Prep #3 (4/6)

APR 1

**DESCRIPTIVE STATISTICS: CENTRAL TENDENCY & DISPERSION****4**

MODULE 4

**READ/WATCH**

Ch. 5

**DUE**Discussion Post #1 (4/13)  
Prep #4 (4/13)

APR 8

**BIVARIATE RELATIONSHIPS: CONTINGENCY TABLES****5**

MODULE 5

**READ/WATCH****DUE**Quiz #2 (4/20)  
Prep #5 (4/20)

APR 15

**BIVARIATE RELATIONSHIPS: COMPARING MEANS****6**

MODULE 6

**READ/WATCH**

Chs. 6 &amp; 7

**DUE**Discussion Post #2 (4/27)  
Prep #6 (4/27)

APR 22

**BIVARIATE RELATIONSHIPS: SIMPLE REGRESSION****7**

MODULE 7

**READ/WATCH****DUE**Discussion Post #3 (5/4)  
Quiz #3 (5/4)

APR 29

**DATA VISUALIZATION****8**

MODULE 8

**READ/WATCH****DUE**Final Executive Summary (5/9)  
Final Recorded Presentation (5/9)

MAY 6 - 9

**FINAL ASSIGNMENTS**

---