

RESEARCH METHODS IN INTELLIGENCE AND CRIMINAL JUSTICE
CRIJ 5302, CRN #18323
THE UNIVERSITY OF TEXAS AT EL PASO
FALL, 2022
TUESDAYS AND THURSDAYS, 4:30 – 5:50
EDUCATION BUILDING, ROOM 114

I. Misty Duke, PhD
Office phone: 915-747-8573
Office hours will be held on Tuesdays from 9:00 – 11:00, Kelly Hall, Room 218
mcduke@utep.edu

II. TEXTBOOK

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, California: Sage.

Remler, D. K., & Van Ryzin, Gregg, G. (2015). *Research methods in practice: Strategies for description and causation, 2nd edition*. Los Angeles: Sage.

Additional readings will be posted on Blackboard.

III. COURSE OBJECTIVES

Upon satisfactory completion of this course, students will be able to:

- A. Identify, construct, and critique qualitative, quantitative, and mixed methods research designs.
- B. Apply general scientific methodology to the study of intelligence, national security, and criminal justice.
- C. Recognize and describe basic statistical concepts, such as descriptive statistics and basic inferential statistical tests.
- D. Demonstrate skills for writing research reports and presenting research findings.
- E. Discuss ethical issues related to analytic research.

IV. COURSE CATALOG DESCRIPTION

This course provides students with the opportunity to develop qualitative and quantitative research skills necessary to undertake intelligence and criminal justice work. The course demonstrates how intelligence and criminal justice data are validated, collected, systematically organized, and processed.

V. COURSE REQUIREMENTS

A. Exams (20%)

There will be two online exams comprised of fill-in-the-blank, short answer, and essay questions. The first exam will be on **October 5th** and the second exam will be on **December 6th**. Exams will be available on Blackboard for a 24-hour period. Once you begin taking the exam, you will need to finish it within three hours. Information covered on the exam will be taken from the readings and Power Point lectures. All the information in the book will not be covered in the lectures. You are responsible for reading and knowing the assigned book material. Additionally, all the information covered in lectures will not be in the book. The scores on the exam will be adjusted so that the average score is 80% of the maximum possible points.

B. Critiques (25%)

You will be required to read five research papers throughout the semester. These papers will illustrate various aspects of research methodology discussed in readings and lectures. You will be required to complete a critique of each paper, which will include questions about the content of the paper and your assessment of the content. You may be asked to critique a specific section of the paper, or the entire paper. Critiques are due **September 22nd, October 27th, November 3rd, November 10th, and November 17th**. Failure to turn in the critique on time will result in a 2% deduction from your grade for every day that it is late. See grading rubrics and due dates for critiques under the "Critiques" links and on the Critiques handout.

C. Research proposal (25%) and presentation (15%)

You will be required to write a proposal for a quantitative, qualitative, or mixed methods research study using open-source data on a topic related to intelligence, national security, or criminal justice. You will complete this project in teams. Your proposal must include all the elements of a research paper discussed in class materials. Additionally, you will be required to present a multi-media presentation (for example, in Power Point or Presi) of your proposal the week of **November 29th**. All team members must carry out part of the presentation. You will receive feedback from the class and the instructor on your presentation, which you must incorporate into your final, written proposal, which is due by **December 6th**. Please see the grading rubric posted on the "Research Proposal" link on Blackboard and the Research Proposal handout, which specifies exactly what is expected from you regarding the written proposal and presentation. Failure to turn in the presentation or proposal on time will result in a 2% deduction from your grade for every day that it is late.

Additionally, you must inform me about your team membership by **September 15th** and submit a completed Team Contract by **September 29th**. Furthermore, your team must also complete progress report by **November 17th**. Individual students must evaluate their team members' performance and participation by **December 6th**. This assessment will make up part of the Research Proposal Presentation and Research Proposal Paper grades. Failure to complete these

tasks will result in a 1% deduction from your Research Proposal Presentation grade for each day that each task is late.

Your team must complete four milestones prior to submitting your research proposal. These are due **October 27th**, **November 10th**, **November 17th**, **November 22nd**. Failure to turn these in on time will result in a 1% deduction from your Research Proposal Presentation grade for each day that they are late.

D. Class participation (10%)

You will be graded according to your level of participation in classroom activities (e.g., level and quality of discussion, engagement in assignments, cooperation with classmates in small-team activities). Your grade is NOT entirely dependent upon in-person attendance. However, if you are not able to attend class in person, you must complete any classroom activities (or alternative tasks) that you missed that day individually and email your responses to the instructor. The instructor will ask questions during class that are meant to be answered using the phone app, iClicker. You will need to download the free app to your phone and create an account through UTEP. Instructions can be found on the Blackboard home page for this course or click [here](#). I will use iClicker to assess attendance, as well as your participation in responding to questions during class. I am not interested in whether your answers are right or wrong; your responses in iClicker will instead be used to partially assess your **engagement** with the course.

E. Research participation (5%)

You are required to participate in three hours of research on the UTEP campus or to complete a three-hour online research ethics course. You must sign up for one or more research studies via SONA (<https://utep.sona-systems.com>). Please refer to the handout "Sona System Policies-Participant Guide" for instructions on how to obtain a participant account in SONA and how to use the SONA system.

VI. GRADING SCALE AT THE END

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = below 60%

NOTE: Final grades are a weighted average of assignment and exam grades. Final grades are not curved.

VII. TECHNOLOGICAL PROBLEMS/QUESTIONS

For all technological, hardware, software problems, lost files, and/or questions with

Blackboard, as well as difficulties you are having during an exam, contact Technology Support Help Desk 24 hours a day, 7 days a week. Tech support is set up to specifically address technical questions and problems about Blackboard.

Professors are not technical support staff.

Phone: 915.747.4357 or toll free: 1-877-382-0491

E-mail: helpdesk@utep.edu

Website: <https://www.utep.edu/technologysupport/>

In Person: UTEP Library, Room 300

Please regularly refer to Blackboard for links, documents, announcements, and calendar changes. You are responsible for being up-to-date on all class information that is posted on Blackboard. Although I will try to provide you with reminders for exams, you are ultimately responsible for submitting all assignments and exams on time. Note that, as with any online program, Blackboard may experience unexpected technical difficulties from time to time. For this reason, I strongly suggest that you do not wait until the last minute to submit assignments. Technical difficulties are no excuse for late submissions.

CHECK YOUR TECHNOLOGY

- A. Computer with a reliable internet connection. Mobile devices are not reliable to access exams and use the discussion board.
- B. Blackboard (BB) Learning Management System. The entire course is run through UTEP's BB system, so students must activate and use their BB accounts regularly. Always log in using your UTEP name and password, and never as a "guest" (the guest option will kick you out after 15-20 minutes, which is problematic when taking a test because you will not be able to finish your test). All students are responsible for regularly logging in and checking for posted announcements, submitting assignments, participating in discussion boards, and taking tests through BB. Contact UTEP tech support for any questions or concerns regarding navigating in BB or learning how to do something in BB.
- C. Browser Information (See the left side of the menu on the main BB page for hardware, software, and browser checks) Firefox seems to consistently work the best, but other supported Browsers include Chrome, Safari, and Internet Explorer. Be sure to "Allow pop-ups" for Blackboard Clear your browser cache
- D. Verify that you have the most updated version of "Java" <http://java.com>.
- E. All word documents should be saved with a "docx" extension identifying it as a Microsoft Word file or compatible with MS Word, Windows Media Player, Quick Time, Adobe Reader, Adobe Flash Player

VIII. ACADEMIC DISHONESTY

The critiques, individual assignments, and exams are not collaborative assignments. If you are suspected of cheating or of collaborating with other students on these assignments, I will follow the University's policy regarding student dishonesty, which may result in a grade of zero and referral to the Office of Student Conduct and Conflict Resolution. If you are suspected of plagiarism, I will follow the University's policy regarding student dishonesty, which may result in a grade of zero and referral to the Office of Student Conduct and Conflict Resolution.

Academic dishonesty or cheating is simply unethical and not acceptable under any circumstances. Plagiarism is a form of cheating that involves "stealing" the words and thoughts of others. It is a very serious academic violation and cannot be tolerated. The most common form of plagiarism is using information or original wording in a paper or other assignment without giving credit to the source of that information or wording. **Plagiarism also includes the direct copying of a source verbatim (word for word) and incorporating that copied material into the student's paper or assignment without first paraphrasing with proper referencing or placing the copied text into a direct quotation, again with appropriate footnotes or citations.** You must use their own words when not using direct quotes. Direct quotes should be used sparingly and only when appropriate to provide examples, evidence, or illustrate specific points. **You cannot simply "cut and paste" wording or text from source material to artificially "construct" their papers, essays, and other assignments.** This practice is also considered plagiarism, even if references are done properly.

Likewise, you must not submit work under your name that they did not do yourself. You also may not submit work for this course that you produced for another course. If you are found to be cheating in any capacity including plagiarism and collusion, you will be subject to disciplinary action, per UTEP catalog policy. Cases of academic dishonesty will be sent to the Office of Student Conduct and Conflict Resolution for adjudication and possible sanctions. Possible penalties for academic dishonesty include a zero for the assignment, a failing grade for the course, suspension, and even expulsion from the university. You are responsible for understanding their specific obligations to maintain academic integrity at all times. Please refer to the following link for further information on UTEP's policies on plagiarism and academic dishonesty: <http://sa.utep.edu/osccr/academic-integrity/>.

IX. STUDENTS WITH SPECIAL NEEDS

If you have a disability that requires an accommodation, you may contact the Center for Accommodations and Support Services at 747-5148.

X. UTEP COURSE DROP POLICY

If unforeseen circumstances happen where a drop is necessary, you are responsible for initiating any course drop. It is your responsibility to determine how dropping courses may affect financial aid. **You are limited to dropping no more than 6 courses over your entire**

academic career of all courses taken at any public college or University in Texas.

- A. If a course is dropped before the “official census date,” the course will not appear on the transcript, and doesn’t count toward the 6-course drop limit.
- B. Dropping a course after the official census date, but before the “course drop date” will generate a “W” in the course—although the drop shows on your transcript, a “W” does not lower your GPA. However, a “W” counts against your 6-drop limit.
- C. If the course is dropped after the “course drop date” or if you just stops participating, taking tests, etc., UTEP requires the instructor to issue an “F” in the course that permanently remains on the transcript.
- D. UTEP also allows instructors to administratively drop any student because of too many times the student fails to submit assignments, discussion questions, or because of disciplinary reasons. In this case, you will be notified of the course drop through your UTEP student email account. A “W” or an “F” will be issued. A “W” for these reasons counts against the 6-drop limit.

XI. STUDENT CONDUCT

You must be respectful of other students and of all opinions. All communication should be free of vulgar, offensive, and/or discriminatory language. While it is appropriate to share your opinion on particular issues, your opinion should be presented as such (not as a fact) and should be supported by valid, factual arguments. You may also provide constructive criticism of other opinions. Constructive criticism is provided respectfully and professionally, criticizing the merit of the arguments or the veracity of the facts not the person.

Cell phones should not be used in class without the permission of the instructor. You should attend to the instructor during class lectures. If you are disruptive to the class, you will be asked to leave. You must obtain the instructor’s permission to record lectures. Laptops are allowed during class for taking notes or to aid in classroom exercises. If you use a laptop for other purposes, you will be asked to put it away.

According to University policy, “The Texas Department of Public Safety defines a concealed handgun as a handgun, the presence of which is not openly discernible to the ordinary observation of a reasonable person. This same definition is utilized at UTEP. At all times, the handgun must be on or about the license holder’s body or secured and concealed safely.” This means that handguns may not be openly displayed on campus.

You should ensure that all emailed communication is written using appropriate etiquette. Please use a salutation (for example, “Dear Dr. Duke”, or “Hello Dr. Duke”), a clear and thorough communication of your question or concern, and a closing (for example, “Thanks, Bill Martinez” or “Sincerely, Angel Gomez”). Make sure to proofread your emails for grammar,

spelling, and clear meaning. Also, please be sure to indicate the course title or number in your email.

XII. COVID-19 SAFETY POLICY

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, or test positive for, or know that you have COVID-19, please let the instructor know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive or know that you have COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The best way that Miners can take care of Miners is to please get the vaccine. If you still need the vaccine, it is free and widely available in the El Paso area and will also be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in teams of people. For employees and students who have not been vaccinated, face coverings are highly recommended, especially when indoors, to reduce the spread of COVID-19. Your instructor will wear a mask when interacting with students directly but will remove the mask when speaking to the large team; your instructor has been fully vaccinated.

Please contact the instructor if you have any questions concerns related to your safety on campus.

VII. ABSENCE POLICY

Please do not come to class if you are displaying symptoms of COVID-19, have tested positive for COVID-19, or have been exposed to someone who has tested positive for COVID-19. If any of these events occur, you must inform me as soon as possible and I will allow you to make up missed classroom work. In the absence of these events, you are expected to attend all class periods. If you must miss class for any other reason, you must inform me as soon as possible and I may allow you to make up missed classroom work, depending upon the circumstance. All makeup work must be completed within one week of the missed class.

Class materials will be available on Blackboard. If you must miss class, you are responsible for reviewing this information and for obtaining any further information about the missed class from your classmates.

VIII. TEAMWORK POLICY

Your Research Proposal assignments will require teamwork. Effective teamwork requires cohesion and team norms about work ethics. In other words, the members of your team should work well as a unit and equally share in the effort related to team tasks. Unfortunately, sometimes there is a tendency for at least one team member to be a *social loafer*, to allow others to do the work and then take an equal part of the credit. This interferes with team cohesion and violates team norms. Therefore, all members of the team will sign a team contract early in the semester that defines roles, agreed channels for communication, respectful behavior, etc. The contract will also provide a procedure for action if one or more team members violates the terms of the contract. After both team assignments, team members will assess and provide feedback regarding each other's performance during the assignment. This assessment will form part of Research Proposal Presentation and Research Proposal Paper grades.

IX. UTEP EDGE STATEMENT

The UTEP Edge is our philosophy that acknowledges the many assets our students bring to the University. We provide a variety of high-impact experiences both in and out of the classroom through work of our faculty, staff, alumni, and community partners that build on these assets and talents. Many of the assignments and discussions in this class will further develop the talents you bring to this class such as developing your communication skills, teamwork, critical thinking, research, and problem solving. These skills will be developed through consumption of class content, completing critiques of research studies, and milestones towards your research proposal.

Mastery of these skills will be demonstrated through exams and the presentation and written report of your research proposal. Some of these assignments, such as understanding and critiquing research studies, are related to more general intelligence analysis skills that you will gain in INSS 5305 Introduction to Intelligence Analysis. Some of the skills involved in completing your research proposal, such as finding sources to support your literature review, are related to skills you will obtain related to open-source data collection in INSS 5307 Open Source Intelligence. Finally, research skills will be necessary to complete either INSS 5390 Capstone or INSS 5398/5399 Thesis.

CLASS CALENDAR*

PART I: WHAT IS THE PHILOSOPHY OF RESEARCH AND HOW DOES THIS INFORM THE THEORIES WHICH GUIDE RESEARCH?

Week 1: 8/23 – 8/25

Introduction to Research Methods and Epistemology

Remler, Chapter 1

Creswell, Chapter 1

Week 2: 8/30 – 9/1

Theory, Research Questions, and Hypothesis Testing

Remler, Chapter 2

Creswell, Chapters 3 and 7

Week 3: 9/6 – 9/8

Qualitative Research

Remler, Chapter 3

Zohar, E. (2013). Intelligence analysis as a manifestation of a grounded theory. *International Journal of Intelligence and Counterintelligence*, 26, 130-160.

Anderson, C. (2010). Presenting and evaluating qualitative research. *American Journal of Pharmaceutical Education*, 74, 1-7.

Sandelowski, M. (1998). Writing a good read: Strategies for re-presenting qualitative data. *Research in Nursing and Health*, 21, 375-382.

PART II: WHAT ARE THE TOOLS AND PROCEDURES USED TO CARRY OUT RESEARCH?

Week 4: 9/13 – 9/15

Measurement and Sampling

Remler, Chapters 4 and 5

Chase, E. (2013). Defining terrorism: A strategic imperative. *Small Wars Journal*, 1-6. Retrieved from: <http://smallwarsjournal.com/jrnl/art/defining-terrorism-a-strategic-imperative>.

Due 9/15: Team membership post

Week 5: 9/20 – 9/22

Secondary Data and Data Collection

Remler, Chapters 6 and 7

Due 9/22: Critique #1

Week 6: 9/27 – 9/29

Interpreting Quantitative Data

Remler, Chapters 8 and 9

Due 9/29: Personal evaluation of Critique #1

Due 9/29: Team contract

Week 7: 10/4 – 10/6

Exam 1 (10/6)

Week 8: 10/11 – 10/13

Understanding Causation

Remler, Chapter 11

PART III: WHAT ARE SOME COMMON RESEARCH DESIGNS?

Week 9: 10/18 – 10/20

Observational Studies

Remler, Chapter 12

Sun, I. Y. (2007). Policing domestic violence. Does officer gender matter? *Journal of Criminal Justice*, 35, 581-595.

Due 10/27: Critique #2

Week 10: 10/25 – 10/27

Randomized Experiments/Natural and Quasi Experiments

Remler, Chapters 14 and 15

McDermott, R. (2011). Experimental intelligence. *Intelligence and National Security*, 26, 82-98.

Due 10/27: Research question for Research Proposal

10/28 Course Drop Deadline

Week 11: 11/1 – 11/3

Mixed-Methods Research

Cresswell, Chapter 10

Due 11/3: Critique #3

PART IV: HOW DOES RESEARCH FIT INTO, AND AFFECT, ISSUES IN THE REAL WORLD?

Week 12: 11/8 – 11/10

The Policy, Production, and Ethics of Research

Remler, Chapter 16

Due 11/10: Critique #4

Due 11/10: Research design for Research Proposal

PART V: HOW IS RESEARCH COMMUNICATED TO STAKEHOLDERS AND THE PUBLIC?

Week 13: 11/15 – 11/17

Presenting Research Findings: Literature Review, Writing an Introduction, and Writing about Research Methods

Remler, Chapter 17

Cresswell, Chapters 5 and 6

Due 11/17: Critique #5

Due 11/17: Data analysis plan for Research Proposal

Due 11/17: Team progress report

Week 14: 11/22

Presenting Research Findings: Writing about Conclusions and Oral Presentations

Cresswell, Chapter 4

Bem, D.J. (2003). Writing an empirical journal article. In J.M Darley, M.P. Zanna, & H.L. Roediger III (Eds) *The Complete Academic: A Practical Guide for the Beginning Social Scientist, 2nd Edition*. Washington, DC: American Psychological Association.

INSS Writing Guide

Due 11/22: Outline of literature review for Research Proposal

Week 15: 11/29 – 12/1

Research Proposal Presentations

Presentations in class November 29th and December 1st

Due 11/29: Research Proposal Presentation (upload slides to Blackboard)
Complete research participation by December 1st

Week 16: 12/6

Due 12/6: Research Proposal Paper

Due 12/6: Team member evaluations

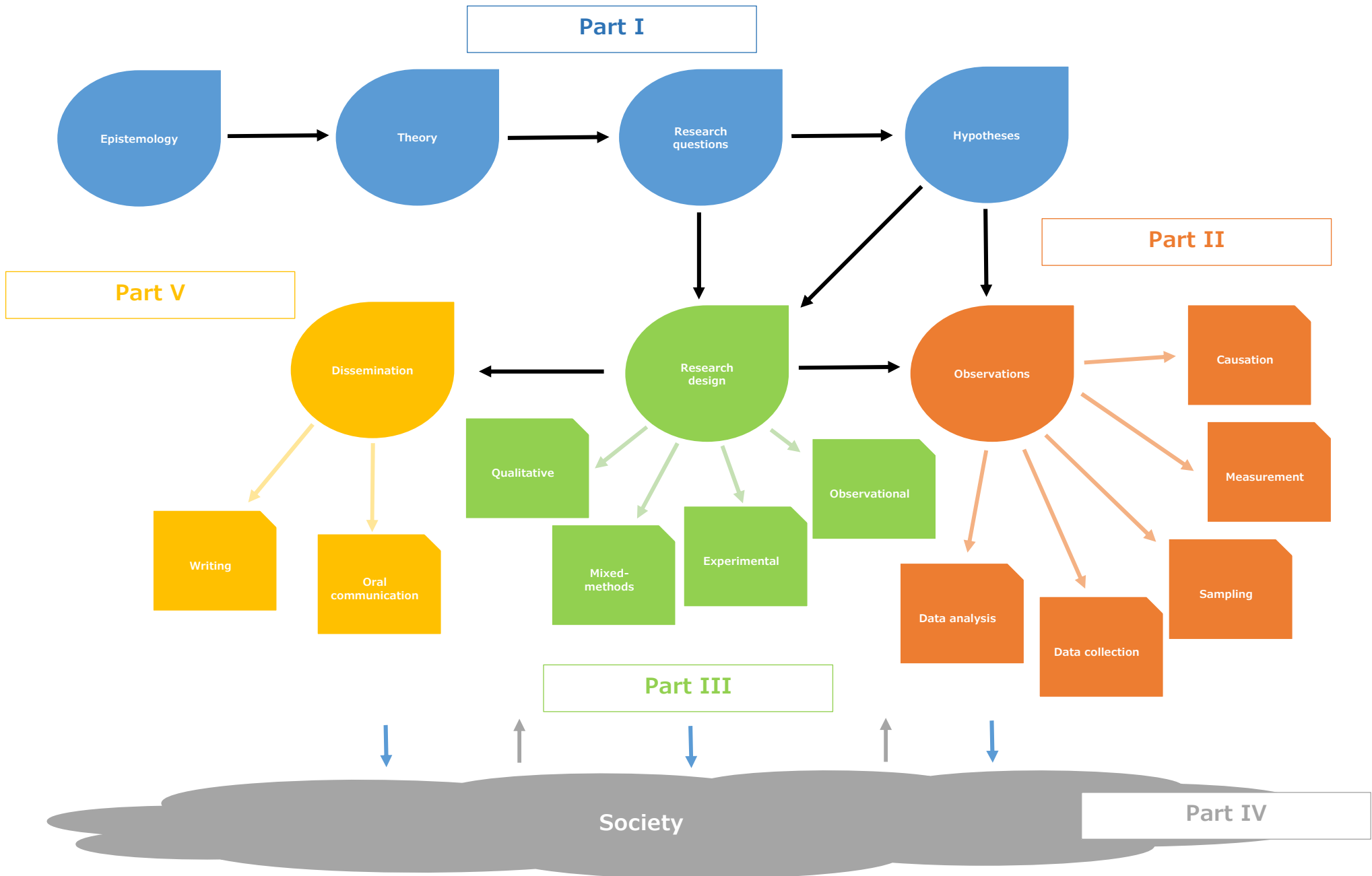
Exam 2 (12/6)

Due 12/6 (If you choose the ethics course option) Ethics participation certificate

*Calendar subject to change

GRAPHIC SYLLABUS

THE PROCESS OF RESEARCH



Critiques

Learning objectives:

This assignment is related to the following course learning objectives:

1. *Identify, construct, and critique qualitative, quantitative, and mixed methods research designs.*
2. *Apply general scientific methodology to the study of intelligence, national security, and criminal justice.*
3. *Recognize and describe basic statistical concepts, such as descriptive statistics and basic inferential statistical tests.*

It is also related to the following INSS program learning objective:

Apply social science methodology to the challenges of intelligence and national security.

Purpose:

As an intelligence or criminal justice professional, you may be required to read and understand the results of research in your field. Intelligence analysts are often required to incorporate the results of academic research studies into their analytic products. Criminal justice policymakers, judges, attorneys, and administrators must also consider research results when forming policy, making arguments or decisions about criminal cases, or carrying out justice programs. In addition to understanding the research, it is important to be able to recognize methodological flaws or invalid conclusions to avoid making inappropriate recommendations based on fallacious research.

Task:

You are required to complete five critique assignments during the semester. Each critique will require you to 1) read a research paper, and 2) answer questions about that paper. Each critique will address a research study that uses a different research design. You will complete each critique only after you have learned about the research design used by the respective research study.

You should need no more than 350 words (about a paragraph) to answer each question. You will be tempted to include write a longer answer than is necessary. I want you to be able to provide a **thoughtful, concise, and informative answer**. This is not easy to do and will likely require you to write several drafts of your answer before you get it right.

Some questions will ask you to identify information about the research study. These are relatively simple questions, as they only require **recognition** and **description**. Other questions, however, require you to **critique** parts of the research study. This is much more difficult to do. It requires the ability to **apply** your knowledge in a critical manner, going beyond the information presented to you in class and in your readings to **identify** flaws in the study, as well as recommendations for improvement. The critiques are challenging assignments, but they will help you to learn the material at a deeper level. I recommend that you begin working on your critique as soon as possible to give yourself enough time to provide substantive and insightful answers.

Do not quote from the article in your answers. Find a way to summarize the information in your own words. Quoting from the article will result in a 50% deduction in points for that question.

These are individual assignments. Copying another student's answer will be considered plagiarism and dealt with accordingly (see Section VIII of the syllabus).

The critiques will be completed in Blackboard using the Critique links (see the Navigation Pane).

Due dates:

Critique #1 9/22

Personal evaluation of Critique #1 9/29

After you complete Critique #1, you will need to conduct a personal evaluation of your answers. This will be carried out by comparing your answers to the model answers provided for each question (you can access this information after you answer all questions for the critique; this [webpage](#) shows you how to access information related to your submitted assignments). You must grade each answer from 0-100% and provide a one-to-two sentence explanation of your grade. You will only be required to do this for Critique #1. This exercise is intended to help you to reflect on your performance so that you can improve on future critiques.

Critique #2 10/27

Critique #3 11/3

Critique #4 11/10

Critique #5 11/17

Research articles to be critiqued:

Critique #1:

Simi, P., Bubolz, B. F., & Hardman, A. (2013). Military experience, identity discrepancies, and far right terrorism: An exploratory analysis. *Studies in Conflict and Terrorism, 36*, 654-671.

Critique #2:

Barnes, J. C., Beaver, K. M., & Miller, M. (2010). Estimating the effect of gang membership on nonviolent and violent delinquency: A counterfactual analysis. *Aggressive Behavior, 36*, 437-51.

Critique #3:

Brayne, S. (2014). Surveillance and system avoidance: Criminal justice contact and institutional attachment. *American Sociological Review, 79*, 367-391.

Critique #4:

Friedman, J. A., Lerner, J. S., & Zeckhauser, R. (2017). Behavioral consequences of probabilistic precision: Experimental evidence from national security professionals. *International Organization, 71*, 803-826.

Critique #5:

Ahram, A. (2011). Origins and persistence of state-sponsored militias: Path-dependent processes in third world military development. *Journal of Strategic Studies*, 34, 531-555.

Grading:

Each answer will be graded as follows:

Is the answer thorough?

Relevant skill: Informative description

- 100% Answer is thorough (all parts of the question are answered, the answer is specific enough to fully address the question, and the most important aspects of the material are provided).
- 75% Answer is mostly thorough (most parts of the question are answered or the answer is somewhat vague or a few important aspects of the material are omitted).
- 50% Answer is incomplete (only half of the parts of the question is answered or the answer is vague or about half of the important aspects of the material are omitted).
- 25% Answer is minimally complete (most parts of the question are not answered or most of the important aspects of the material are omitted).
- 0% No meaningful answer is provided.

Is the answer correct?

Relevant skill: Identification and recognition

- 100% All parts of the answer are correct. No incorrect information is provided.
- 75% All relevant parts of the answer are correct, but the student added irrelevant, incorrect information.
- 50% Some relevant parts of the answer are incorrect.
- 25% Most relevant parts of the answer are incorrect.
- 0% No meaningful answer is provided.

Does the answer demonstrate the student's knowledge of relevant course material?

Relevant skill: Application

- 100% The answer clearly incorporates relevant course material. It is clear from the answer that the student understands the material and can apply it to the specific study.
- 75% The answer incorporates relevant course material in a somewhat vague manner. It may be possible to infer student's understanding from the answer.
- 50% The answer briefly alludes to course material or refers to material that is not relevant. The answer does not demonstrate student's understanding.

25% The answer does not refer to class material at all.

0% No meaningful answer is provided.

Is the answer concise?

Relevant skill: Summarization

100% The answer is concise (no longer than a paragraph, does not include irrelevant information or redundant language).

75% The answer is mostly concise (longer than a paragraph or some irrelevant information is included or language is somewhat redundant).

50% The answer not concise (longer than a paragraph or includes a lot of irrelevant information and the language is redundant).

25% The answer is long-winded (much longer than a paragraph and includes a lot of irrelevant information and the language is redundant).

0% No meaningful answer is provided.

(For critique questions only) Is answer insightful?

Relevant skill: Evaluation and criticism

100% The answer is insightful, including (when relevant) both strengths and weaknesses of the pertinent parts of the study. Critique demonstrates originality and thoughtful consideration.

75% The answer is mostly insightful, but either omits some relevant strengths or weaknesses or lacks originality of thought.

50% The answer does not demonstrate thoughtful consideration; the critiques are overly general or not relevant to the study.

25% The answer does not include any critique or simply reiterates the limitations discussed by the authors; no original thought is demonstrated.

0% No meaningful answer is provided.

Your total Critiques grade (worth 20% of your total grade) is a weighted average of the critiques:

Critique #1 5%

Personal evaluation of Critique #1 5%

Critiques #2 - #5 22.5% each

Tips for success:

1. Keep your answer concise, but...
2. Make sure you have answered all parts of the question.

3. Incorporate course content into your answer. You are **applying** that information to understand what you've read in the article. You are also using the information to **evaluate** the study.
4. Don't overgeneralize; be specific, say what you mean. Students tend to provide broad, vague responses when they are not familiar enough with the material.
5. Here's an [exercise](#) to learn how to minimize redundant language, or you can Google other tips.
6. A paragraph is generally 3-5 sentences in length, but can be longer as long as the ideas are tied together under the topic sentence.
7. READ THE STUDY CAREFULLY!
8. Give yourself plenty of time to work on the critique so that you may write several drafts of your answer. Compare your answer to the grading rubric to consider how it may be improved.
9. Proofread your answer to make sure that it is free of grammatical errors and that it makes sense. I can't grade your ideas, only how you express those ideas in writing.
10. You can use bullet points if you are asked to provide a list.
11. After you complete your critique, review the model answers and evaluate your own answers. You have to do this for a grade for Critique #1, but I recommend you do this for all the critiques.
12. After I have graded the critique, review the grading rubric for each question and any written feedback I've provided you. This [webpage](#) shows you how to access information related to your submitted assignments. If you think my evaluation of your answer contradicts your personal evaluation, email me and we can discuss it.

Research Proposal

Learning objectives:

This assignment is related to the following course learning objective:

1. *Identify, construct, and critique qualitative, quantitative, and mixed methods research designs.*
2. *Apply general scientific methodology to the study of intelligence, national security, and criminal justice.*
3. *Demonstrate skills for writing research reports and presenting research findings.*

It is also related to the following INSS program learning objective:

Apply social science methodology to the challenges of intelligence and national security.

Purpose:

If you are a thesis student and/or considering further graduate education, you will need to demonstrate skill in carrying out an original research study. Further, some intelligence or criminal justice professionals carry out research studies. For example, intelligence methodologists are responsible for conducting studies related to topics such as operations, economics, or geospatial modeling. Criminal justice administrators may be tasked with conducting program evaluations to determine the effectiveness of justice programs. These positions require the ability to plan, report, and present effective and rigorous research studies.

Intelligence and criminal justice professionals are often expected to work in teams to complete job-related tasks. Teamwork can be challenging, especially when there are diverse perspectives and/or some members do not conform to team expectations. These assignments will help to prepare you to engage in effective teamwork during your career.

Task:

All tasks, except one, are **team tasks**. Only one team member is required to submit team assignments in Blackboard.

There are two assignments related to the Research Proposal:

Research Proposal Paper

You will be required to write a **proposal (not carry out a complete research study)** of a quantitative, qualitative, or mixed methods research study using open-source data on a topic related to intelligence, national security, or criminal justice. You will complete this project in teams. Your proposal must include all the elements of a research paper discussed in class materials (see the Grading section of this handout for more details). Your team will be responsible for selecting a research question, designing a research study to answer the question, and forming a plan for data analysis. The paper will be 10-15 pages in length (not including the title page, abstract, or references), written using 12-point Times New Roman or Calibri font with 1-inch margins. The paper must be written in the style of the American Psychological Association (see this [website](#) for more details). The paper must be submitted through the Research Proposal Paper link in Blackboard (see the Navigation Pane).

Research Proposal Presentation

You will be required to present a multi-media presentation (for example, in Power Point or Presi) of your proposal in class. All team members must carry out part of the presentation. You will receive feedback from the class and the instructor on your presentation, which you must incorporate into your Research Proposal Paper. The presentation must be 10-15 minutes long. The slides for the presentation must be submitted through the Research Proposal Presentation link in Blackboard (see the Navigation pane).

As you work on your Research Proposal, you will be required to complete several milestones, which must be submitted on Blackboard. I will most likely give you feedback and require you to revise and resubmit the information. Revisions can also be submitted on Blackboard:

Research Question (link under Week 9)

The question should be:

1. **Narrow enough to be addressed with a single (small) study.** The number one mistake that students make is to form a research question that is too broad. Think about what it would take for a researcher to answer the question. This requires you to be familiar with the topic you would like to address. Make sure you've done your background research.
2. **Answerable through open-source observations.** Don't pose a question that would require observations that are not feasible to obtain.
3. **Able to produce testable hypotheses.** Make sure that the hypotheses implied by the question are possible to test through observation.
4. **A question amenable to empirical evaluation.** Don't pose a question that is philosophical or value-laden. For example, don't ask "should" questions; that is an issue for policy, not empirical study.

You may pose a broader research question supplemented by two or three more specific sub-questions. Just make sure that you will be able to address all sub-questions in your proposal.

Research Design (link under Week 11)

Submit a brief description of your research design for the Research Proposal. This should include:

1. Will your paper be qualitative or quantitative? This depends on what kind of data you collect and how it is coded.
2. What specific qualitative or quantitative design will you use?
3. What are your hypotheses?
4. What are the variables you will study? If you are using an experiment, identify the independent and dependent variables. If you are including control variables, identify them.
5. How will you measure the variables? How will you make your observations? Or will you use secondary data or published statistics? If so, where will you obtain them? How are these data organized? If you are coding data, what coding scheme will you use?
6. How will you sample your observations?

This submission should be no more than 1 page in length.

Data Analysis Plan (link under Week 12)

Submit your data analysis plan for the Research Proposal. Be sure to include the following issues:

Qualitative study:

1. What established qualitative data analysis procedures will you use? What kinds of coding will you conduct? How will you form themes from your data?
2. How will you present the qualitative data? Quotes, table?

Quantitative study:

1. What descriptive statistics will you present?
2. What kinds of graphs might you use to illustrate your data?
3. What inferential tests will you use to test your hypotheses?

This should be no longer than 1 page in length

Outline of Literature Review (link under Week 13)

Submit an outline of the literature review for your Research Proposal. Make sure to include the following points:

1. What is the general topic of your proposal?
2. Are you connecting more than one topic together? How will you bridge these topics?
3. Why should your research be done? Are there limitations in the existing research?
4. What are your sources? Provide a one-sentence summary of each source; focus on why that source is relevant to your proposal.

This should be no longer than 1 page in length.

There will also be tasks related to the formation of effective teams:

Team Membership Post (link under Week 3)

You will be required to choose your own team for this project. Teams should include no more than six members. Submit a post with your team membership.

Team Contract (link under Week 5)

Your team must complete a Team Contract (available on Blackboard) that describes team member roles and responsibilities, team norms, agreements on communication methods and meeting times, and other relevant information. This contract must be submitted on Blackboard.

Team Progress Report (link under Week 12)

Your team must submit a brief report (no more than one page) regarding your team's effectiveness in completing the required tasks. Please address the following points in your post:

1. Is the team making satisfactory progress toward completion of this assignment in a timely manner?

2. Is every member of the team honoring the terms agreed to in the team contract?
3. Are there any issues or conflicts the team is working to resolve?
4. Do you need to conference with me on any issues?

Evaluation of Team Members (link under Week 16)

This is an individual task. You will evaluate each member of your team on the following questions:

1. How reliable was the team member?

- 100% He/she responded to all or most messages, attended all/most team meetings, and submitted his/her portion of the work in a timely manner.
- 50% He/she responded to messages only about half of the time, attended only about half of the team meetings, and/or was often late submitting work.
- 0% He/she did not respond any/most messages, did not attend any/most team meetings, and was frequently late in submitting work.

2. Rate the quality of the team members' contribution.

- 100% The contribution included all or most required/agreed upon elements and met all or most of the requirements of the grading rubric. Work was professional and neat.
- 50% The contribution included about half of the required elements and/or met only about half of the requirements of the grading rubric. Work was somewhat sloppy or disorganized.
- 0% The contribution did not include any/most of the required elements and did not meet any/most of the requirements of the grading rubric. Work was sloppy, disorganized, and not fit to be included in the project.

3. How respectful was the team member towards others in the team?

- 100% The team member was respectful in all/most interactions with all/most team members.
- 50% The team member was respectful some interactions with team members.
- 0% The team member was not respectful in all/most interactions with all/most team members.

4. You may choose other relevant criteria on which to rate your team member.

Due dates:

Assignments

Research Proposal Paper	12/6
Research Proposal Presentation	11/29

Milestones

Research Question	10/27
Research Design	11/10

Data Analysis Plan	11/17
Outline of Literature Review	11/23

Teamwork Tasks

Team Membership Post	9/15
Team Contract	9/29
Team Progress Report	11/17
Evaluation of Team Members	12/6

Grading:

Research Proposal Paper

Paper clearly introduces the research question in the introduction. The research question is related to class content and framed appropriately.

Relevant skills: Construction, application

- 100% The paper introduces the pre-approved research question in the appropriate section of the introduction.
- 75% The paper introduces the pre-approved research question in the wrong section of the paper.
- 50% The paper introduces a research question that was not pre-approved.
- 25% The paper introduces a research question that was not pre-approved and is in the wrong section of the paper.
- 0% No research question is introduced in the paper.

Structure of the paper is logical and easy to follow. Each section of the presentation has a clearly defined purpose and transitions between sections are logical. The presentation has an introduction, body, and conclusion

Relevant skill: Organization

- 100% Structure of the paper is logical and easy to follow. Each section of the presentation has a clearly defined purpose and transitions between sections are logical. The presentation has an introduction, body, and conclusion
- 75% There are one or two problems with the structure of the paper. Some headings are applied inappropriately or the purpose of some sections are unclear or transitions between some sections are missing.
- 50% Either the introduction, body, or conclusion are missing or headings are used only sparingly or the paper lacks clear structure.
- 25% At least two of the following are missing: introduction, body, conclusion. Headings are used sparingly or inappropriately and the paper is disorganized.

0% There is no apparent structure to the paper. Thoughts are disorganized and the purpose of sections of the paper are not at all clear.

Appropriate methodology is used to answer the research question.

Relevant skill: Construction, application

100% The methodology is appropriate to answer the research question and includes identification of the specific research design. Threats to the validity of causal inference are avoided, where possible. Where threats exist, the potential impact of those threats are addressed.

75% The methodology includes a few minor flaws (e.g., poor fit to the research question, threats to validity that are not discussed, errors in the application of the methodology).

50% The methodology includes several flaws, avoids addressing threats to validity or discussing the impact of threats, or the research design is not clearly specified.

25% The methodology is not appropriate to answer the research question, includes major flaws, doesn't address threats to validity at all, and does not mention the research design.

0% The methodology is not specified and the research design is not mentioned. Threats to validity are not addressed.

Paper includes a brief literature review and introduction.

Relevant skill: Summarization, application, building and connecting ideas

100% The literature review is concise, mentioning the most relevant aspects of the designated studies. The literature review is situated appropriately within the introduction and includes 5-10 sources. The introduction describes relevant theory (where applicable), introduces hypotheses (where applicable), addresses the study's purpose, and provides a brief overview of the study.

75% The introduction omits a few elements or the literature review includes too few or too many sources or the review needs to be more concise.

50% The literature review is long-winded or includes too few or too many sources. Several elements of the introduction are missing.

25% The literature review is sparse and most elements of the introduction are missing.

0% The introduction excludes most/all elements and no literature review is included.

Paper includes a clear description of the procedure for making observations to address the research question.

Relevant skill: Construction, application

100% The description of the procedure is thorough, precise, and clear. It is written in a step-by-step format, so that the procedure could be replicated by a different researcher.

75% The description of the procedure is not written in a step-by-step format or a few important aspects are omitted or not specific enough.

- 50% The description of the procedure is not written in a step-by-step format and many important aspects are omitted or not specific enough.
- 25% The description of the procedure is very vague, making it difficult to determine how observations will be made.
- 0% No description of the procedure is included.

Paper includes a clear description of how observations will be measured.

Relevant skill: Construction, application

- 100% Measurement of variables related to observations are clearly described in the appropriate section of the paper. The measurement procedure is appropriate to the research design. Issues related to the reliability and validity of measurement are addressed. If data are not collected, but instead published statistics or secondary data are used, then the sources of the data are clearly described and cited and the methods used to collect those data are clearly described.
- 75% A few details related to measurement procedures, reliability, and validity are omitted or ambiguous or the procedure is located in an inappropriate section of the paper.
- 50% The description of measurement procedures lacks detail and either reliability or validity is not addressed or the measurement is not appropriate to the research design.
- 25% The description of measurement procedures lacks detail and neither reliability nor validity are addressed or the measurement is not appropriate to the research design.
- 0% No description of the measurement procedures is included.

Paper includes an appropriate data analysis plan.

Relevant skill: Construction, application, analysis

- 100% The data analysis plan is appropriate to answer the research question and is clearly described in the appropriate section of the paper. The plan includes a justification of the analytic procedures that are proposed. Any statistical methods must be appropriate in consideration of the manner in which variables are operationalized.
- 75% A few details related to the data analysis plan are omitted or ambiguous or the plan is located in the incorrect section of the paper.
- 50% The description of data analysis plan lacks detail and some elements are missing.
- 25% The description of data analysis plan lacks detail and most elements are missing.
- 0% No description of the data analysis plan is included.

Paper addresses how the study will fill a gap in research and/or why the study is important to the criminal justice and/or intelligence and national security field.

Relevant skill: Evaluation

- 100% The literature review is used to build justification for the current study. The discussion section addresses implications of the research for the criminal justice and/or intelligence and national security fields.
- 75% The justification or implications needs more development or should be more clearly related to the literature review.
- 50% The justification and implications need more development or should be more clearly related to the literature review.
- 25% Either the justification or the implications are missing.
- 0% Both the justification and the implications are missing.

Paper is well-written, free from grammatical, punctuation, and spelling errors. Paper is written in APA style.

Relevant skill: Writing skills: grammar, punctuation, spelling, Formatting

- 100% The paper is well-written, free from grammatical, punctuation, and spelling errors and is written in APA style (includes appropriately formatted title page, abstract, and headings).
- 75% The paper is generally well-written, but there are a few grammatical, punctuation, or spelling errors or some inconsistencies with APA style.
- 50% The paper includes many grammatical, punctuation, or spelling errors or is very inconsistent with APA style.
- 25% The paper is poorly written, including frequent errors in grammar, punctuation, or spelling or is very inconsistent with APA style.
- 0% The paper is so poorly written that it is difficult to understand the ideas being presented.

Paper includes appropriately formatted citations and references. Sources are appropriate.

Relevant skill: Sourcing

- 100% The paper includes in-text citations and references written in APA style. Citations are included any time information is presented that was obtained from another source. Sources are appropriate: they are obtained from academic journals, government reports, reputable news agencies, or other sources that are either peer-reviewed or have established standards for publication. Inappropriate sources include Wikipedia, blogs, tabloids, magazines, or social media.
- 75% Citations or references are inappropriately formatted or too few citations are included or only one source is inappropriate.
- 50% Citations and references are inappropriately formatted or more than one source is inappropriate.
- 25% Citations and references are inappropriately formatted and more than one source is inappropriate.

0% Citations and references are missing.

Paper incorporates feedback from class and instructor.

Relevant skill: Revision/editing

100% All additions suggested in feedback are included in the paper. All errors or modifications suggested in the feedback are addressed in the paper (errors are corrected and paper reflects modified content).

75% Most additions, errors, or modifications are reflected in the paper.

50% Some additions, errors, or modifications are reflected in the paper.

25% Most feedback is not addressed in the paper.

0% No feedback is addressed in the paper.

Paper is 10-15 pages in length (not including the title page, abstract, or references), written in 12-point Times New Roman or Calibri font, with 12-inch margins.

Relevant skill: Formatting

100% Paper is 10-15 pages in length (not including the title page, abstract, or references), written in 12-point Times New Roman or Calibri font, with 12-inch margins.

75% Paper is either too long or too short by no more than a page or is not written in the correct font or has margins that are too small or large.

50% Paper is either too long or too short by more than a page or is not written in the correct font or has margins that are too small or large.

25% Paper is either too long or too short by more than two pages or is not written in the correct font or has margins that are too small or large.

0% Paper is either too long or too short by more than two pages and is not written in the correct font and has margins that are too small or large.

Research Proposal Presentation

Presentation clearly introduces the research question in the introduction. The research question is related to class content and framed appropriately.

See criteria under Research Proposal Paper.

Structure of the presentation is logical and easy to follow. Each section of the presentation has a clearly defined purpose and transitions between sections are logical. The presentation has an introduction, body, and conclusion.

See criteria under Research Proposal Paper.

Appropriate methodology is used to answer the research question.

See criteria under Research Proposal Paper.

Presentation includes a brief literature review and introduction.

See criteria under Research Proposal Paper.

Presentation includes a clear description of the procedure for making observations to address the research question.

See criteria under Research Proposal Paper.

Presentation includes a clear description of how observations will be measured.

See criteria under Research Proposal Paper.

Presentation includes an appropriate data analysis plan.

See criteria under Research Proposal Paper.

Presentation addresses how the study will fill a gap in research and/or why the study is important to the criminal justice and/or intelligence and national security fields.

See criteria under Research Proposal Paper.

Slides are informative, uncluttered, and well-designed.

Relevant skill: Presenting

100% Slides include enough information to creatively illustrate the information being presented and highlight key points, but not so much information as to be cluttered, confusing, or distracting.

75% A few slides are uninformative, cluttered, unappealing, or confusing.

50% Several slides are uninformative, cluttered, unappealing, or confusing.

25% Most slides are uninformative, cluttered, unappealing, or confusing or many slides are missing.

0% Slides are incomplete and uninformative.

The spoken portion of the presentation was synchronous with the slides.

Relevant skill: Presenting

100% The spoken portion of the presentation is relevant to the information on each slide. The narrative is used to explain the information presented on the slide without reading the information directly from the slides. All members of the team participated in the presentation.

75% There were a few inconsistencies between the spoken portion of the presentation and the information presented on the slides or a few slides were not explained in the narrative. Some members of the team did not participate in the presentation.

50% The spoken portion of the presentation generally seemed unaligned with the information presented on the slides or many slides were not explained in the narrative.

- 25% The spoken portion of the presentation generally seemed unaligned with the information presented on the slides and many slides were not explained in the narrative or the presenter read the information directly from the slides.
- 0% The spoken portion of the presentation was very limited, with little to no explanation of the information on the slides.

Presenters kept their presentation within the allotted time (10-15 minutes).

Relevant skill: Presenting

- 100% The presenters kept their presentation within the allotted time (10-15 minutes).
- 75% The presentation was either too short or too long by no more than one minute.
- 50% The presentation was either too short or too long by 1 – 3 minutes.
- 25% The presentation was either too short or too long by 4 - 5 minutes.
- 0% The presentation was either too short or too long by more than five minutes.

The Research Proposal Paper will count 25% towards your total grade and the Research Proposal Presentation will count 15% towards your final grade. Your grades on these assignments will be a weighted average of the above listed criteria and the evaluation of you provided by your team members. The evaluations will be averaged and your final grades on each of the Research Proposal assignments will be calculated as follows:

Criteria (75%) + Average evaluations (25%) = Total grade

Failure to submit any of the milestones by the due dates will result in a 1% deduction from your Research Proposal Presentation grade for each day that it is late. Failure to submit any of the team tasks by the due dates will result in a 1% deduction from your Research Proposal Paper grade for each day that it is late. Failure to submit the Research Proposal Paper or Presentation on time will result in a 2% deduction from those grades for each day that it is late.

Tips for success:

1. Don't overgeneralize; be specific, say what you mean. Students tend to provide broad, vague responses when they are not familiar enough with the material.
2. Here's an [exercise](#) to learn how to minimize redundant language, or you can Google other tips.
3. Proofread your answer to make sure that it is free of grammatical errors and that it makes sense. I can't grade your ideas, only how you express those ideas in writing.
4. Review the Guidelines for Presentations file in Week 15.
5. Practice, practice, practice. Be sure to get the timing right.
6. Visit the Writing Center if you think you need help writing an error-free paper.