CJ 8305 / (formerly 605) / CRN 40385

Advanced Statistical Issues in Criminal Justice Data

SPRING 2020
SYLLABUS
R. B. Taylor

Main Course Page:http://www.rbtaylor.net/605_sp20_main.html

Instructor Home Page: http://www.rbtaylor.net

BASIC INFORMATION

UPDATES
1/14/20 (1) Sequence of articles and article leaders revised. See updated sequence page (click link below) (2) Description of article presenting activity modified. See below. Sequence of topics: latest version: http://www.rbtaylor.net/605_sp20_sequence.html Rubrics: www.rbtaylor.net/605_sp20_rubrics.html

Instructor / Office	R. B. Taylor (Gladfelter Hall 536-7)
Time and Place	Monday 3:00 - 5:30 (+/-) Gladfelter classroom (553) & 5th floor computer lab. Note on time: You may wish to plan for an extra hour of lab time most weeks so you can get started on short assignments
Office Hours (if these change due to circumstances I will post an announcement on Canvas, and schedule substitute times) and contact protocols	Friday 12-3, or by appointment. Also note: if I am in my office with the door open or elsewhere on the floor or campus I am more than happy to speak with you about course concerns or materials. If I am in my office with the door closed, please knock. If I am meeting with someone in my office, and you would like to chat, knock and let me know your availability for a follow up chat. I will give you my home phone number in class. You should feel free to call weekdays up until 8 PM.
Contact	TEL: 215.204.7169 (v). EMAIL: tuclasses at gmail.com Current Temple University syllabus policy [https://secretary.temple.edu/sites/secretary/files/policies/02.78.13.pdf] requires I include my Temple email on the syllabus. Here it is: ralph.taylor at temple.edu. But please do not use it because it is likely to get hopelessly lost in the 26,027 emails that I have not yet deleted. Also, please do not send me messages through Canvas messaging.

COURSE OVERVIEW

Students will learn the fundamentals of a handful of multivariate techniques that either complement or build upon those learned in their first graduate statistics course with Professor Ward. The latter half of that course concentrated on situations where you had one outcome and multiple predictors. The first part of this course considers different data situations. For example, you may be interested in grouping units based on several observable variables (non-hierarchical clustering). Alternatively, you might have units of interest but are not sure how people holistically perceive the differences between those units in a multidimensional space (multidimensional scaling). The second, third and fourth parts of the course return to the basic Stat 1 setup where you have one outcome and several predictors, but considers three elaborations: how to make causal inferences from non-experimental data (propensity score matching); how to accommodate units grouped in space or time (mixed models); and how to take into account sequential decision making affecting whether an outcome gets measured at all (selection models). Students will read articles using these techniques, guide discussions on these articles, complete and write up short assignments using these techniques, and prepare (and present!) a final theoretically or policy driven proposal for going further by applying techniques covered in this course to data they have identified or will collect. Students will have the option to complete and write up analysis, using one or more course techniques, of an ongoing project.

LEARNING GOALS: CONTEXT

The specific student learning outcomes for this course reflect in part previously identified department-wide student learning outcomes. Those include:
1. Advancing your ability to apply theoretical frames and concepts to specific theory, policy, or practice concerns in the disciplines of criminal justice and criminology (**theory application and integration**);
2. Deepening your skills at using reliable sources of empirical information that bear on specific crime or justice concerns (**information literacy**); and
3. Growing your capacities to critique, conduct and report empirical research (**integrating, understanding and *generating* empirical research**).
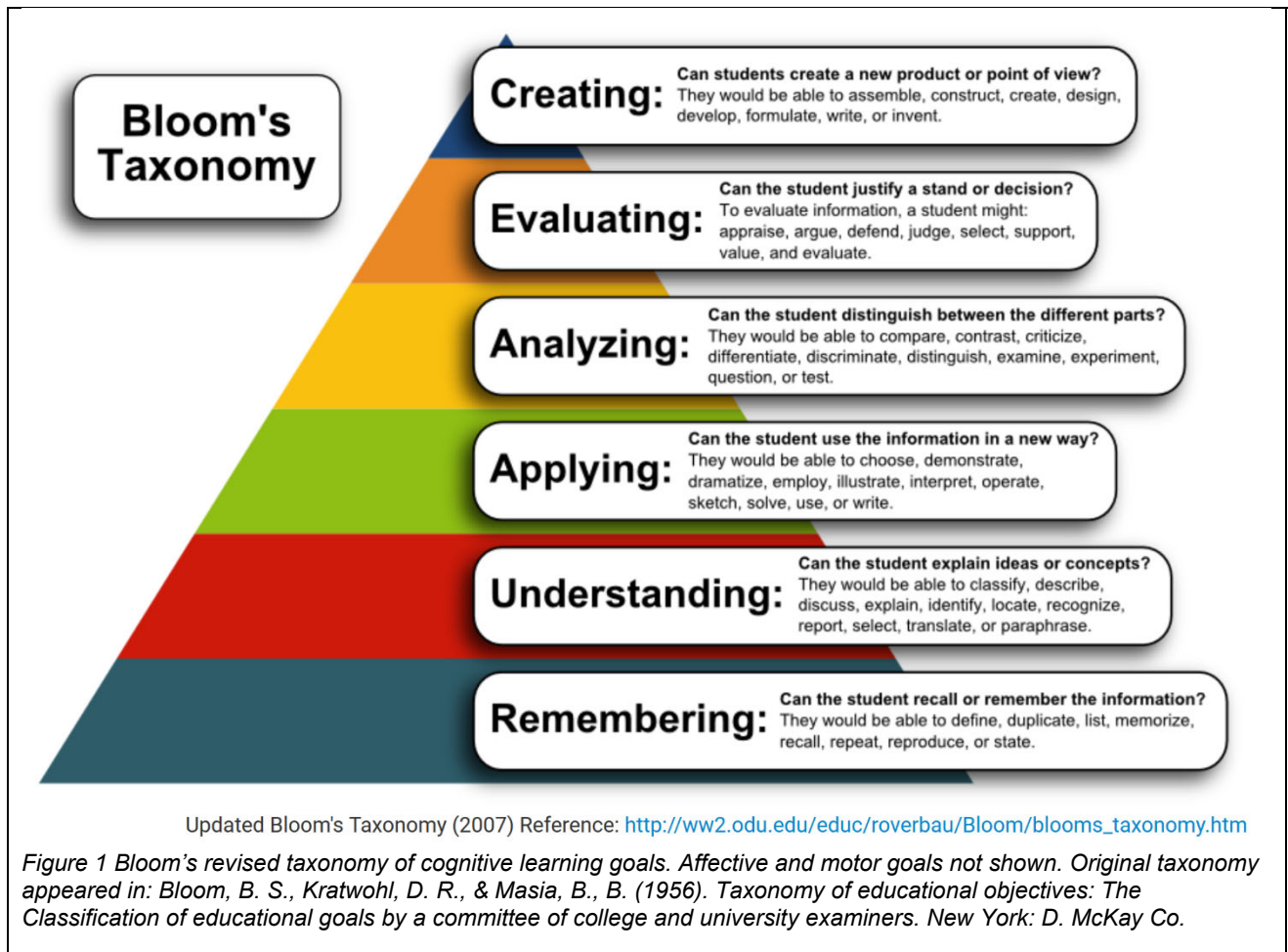
REFLECTED COURSE LEARNING GOALS

The following course learning goals reflect these department wide learning goals.
1. You will craft an empirical research project that applies or plans to apply one of the course techniques introduced. For this final paper there are two varieties: conduct and report analyses; or motivate and plan analyses with an identified or to-be-collected data set (reflecting context-1 above).
2. You will read, answer questions about, and ask questions about empirical investigations in article and report form. Materials in this course will assist you in growing your decoding skills (reflecting context-2 above).
3. (a) Critiquing empirical research is addressed in 2. (b) You will grow your capacity to conduct empirical research by engaging in project planning, data processing, data analysis, and results writing using empirical data (reflecting context-3 above).

COURSE LEARNING GOALS AND BLOOM'S TAXONOMY

Psychologist Benjamin Bloom proposed a taxonomy of cognitive learning goals. An updated version of the taxonomy appears in Figure 1. The above goals address all six of these cognitive learning goals. We can discuss as needed.

Figure 1 Bloom's revised taxonomy of cognitive learning goals. Affective and motor goals not shown. Original taxonomy appeared in: Bloom, B. S., Kratwohl, D. R., & Masia, B., B. (1956). Taxonomy of educational objectives: The Classification of educational goals by a committee of college and university examiners. New York: D. McKay Co.

COURSE LEARNING META-GOALS

The instructor will pursue the following meta-goals in this course. Meta-goals provide a grammar for considering how to achieve your goals. The specific approach to meta-goal planning is an intellectual virtues perspective. The first concerns you in your current role as student. The second considers your potential future role as an instructor.

4. To promote dialogue and reflection about what it means for you, the student, to grow as a scholar who works simultaneously on strengthening your intellectual virtues, and on using the content of this course to advance your preferred areas of social science inquiry.
5. To promote dialogue and reflection about what it means to be an effective teacher in the context of a course like this with demanding technical material.

GOALS, META-GOALS, AND MASLOW'S HIERARCHY OF NEEDS

Engagement with course materials and **goals** promotes needs identified in Maslow's hierarchy of needs. See Figure 2. You are "safe"[r] ("safety of employment") if you become familiar with and able to use these techniques. Adding to your toolbox could make you a stronger applicant in a variety of venues. Further, as you can demonstrate your mastery of these materials, not only through work in this course, but in subsequent conference presentations and journal articles, you receive esteem ("respect by others") from your colleagues in the discipline.

Meeting course **meta-goals** advances "self-actualization" which is positioned higher in the hierarchy. You are self-actualizing ("problem solving", "creativity") as a scholar as you grow your awareness of your intellectual virtues profile, and adopt strategies to develop specific facets of your virtues profile.

Figure 2. Maslow's hierarchy of needs
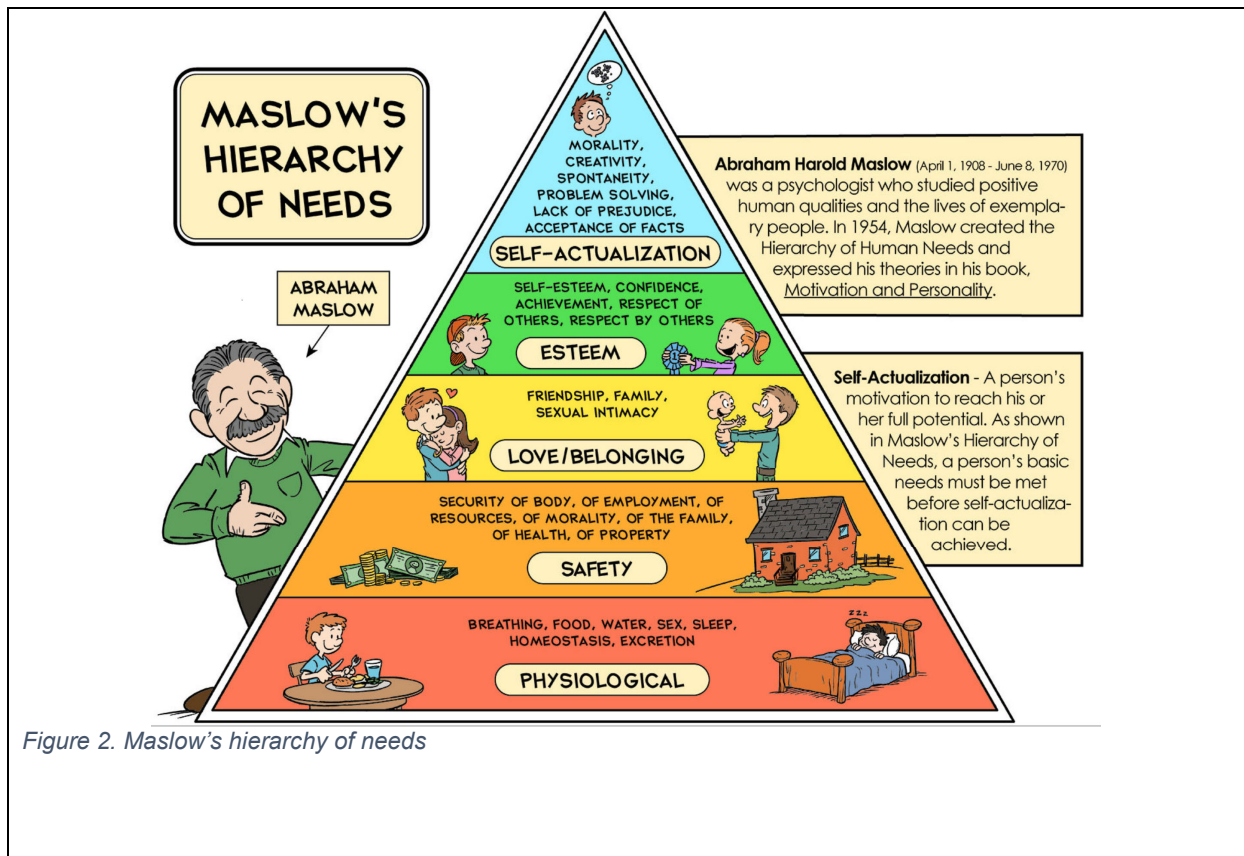
OPERATIONALIZING GOALS AND META-GOALS IN SPECIFIC COURSE REQUIREMENTS

This section explains how course goals and meta-goals are operationalized in specific course requirements. Numbers refer to goals (1-3) and meta-goals (4-5) listed above.

Course goal / meta-goal	Activity	Counts for	Due
1	Carry out (A) or plan (B) an empirical analysis using one of the techniques reviewed this semester, and present and submit the written product. Each student develops his/her/their own project. *Graded; detailed rubric supplied; percentage shown is for both the presented and written portions combined.*	50%	May 4
2	Lead discussion on articles. Each of you will lead the discussion on one article. You will prepare a set of questions that will help launch the discussion of those articles. **You will meet with the instructor during Friday office hours before the class in which you are presenting an article. You will come with two printed out copies of draft discussion questions.** *Graded pass/fail*	10%	Once during semester
3	Complete all exercises with generated or supplied class data and be prepared to shared and discuss. Write each one up (2 page PDF – abstract on one page, tabular or graphical results displayed on second page) and bring hard copy to class. *In addition* upload writeup, do file, and log file as one pdf to Canvas prior to class. Bring 14 copies of your work to class and be prepared to discuss.	25% (all of them)	1/27; 2/10; 2/24; 3/16; 3/23; 4/6
4	Complete intellectual virtues diagnostic, and (a) write up a specific plan for working on one intellectual virtue and (b) write up a mid-semester check-in / mid-course correction	(a) 5% (b) 5%	(a) 1/20 (b) 3/9
5	Submit anonymous written feedback/thoughts about course pedagogy at the end of multiple classes during the semester, and respond to feedback/thoughts written by others. *Ungraded. Just do it every time, contribute something thoughtful every time, and get full credit. Instructor will report to class if contributions edging toward insufficiently thoughtful.*	5%	ongoing

GRADING POLICIES

1. Assignments are due on the date indicated. If you cannot get your assignment uploaded and printed out by class time, please send me an email explaining why, and let's be sure to have a follow-up chat. The assignments that I do ask you to hand in must not only be credible but also handed in ON TIME in order for you to get full credit.

2. If I encounter solid evidence of academic misconduct (see below) I reserve the right to fail you on the assignment in question, and/or to assign you a failing grade for the course. I will try to state as clearly as I can the ways in which it is acceptable for you to cooperate with one another and network, and the ways in which it is not acceptable.

3. You do have a right to submit graded assignments for regrading. Talk to the instructor for details.

MORE ON CLASSROOM EXPECTATIONS

(1) You will participate in class by asking questions, answering questions, and presenting materials.

(2) You should expect cold calling. You are allowed one "pass" per class, but I would rather you try and fail than not try at all.

(3) I expect you will maintain a positive, collegial, and supportive classroom environment. We are all engaged in a collaborative voyage of discovery. You will speak civilly with one another and listen respectfully. You will find no need to raise your voices or swear. You will avoid personal attacks and critiques, confining criticisms to specific points of content. You will agree to disagree. Throughout, you will treat each other and the instructor as fellow professionals.

(4) You will be in class. See below on attendance policies. Each class you miss will affect your letter grade by one letter grade (e.g., A to A-) unless it is an excusable absence.

If the class you miss happens because of something COMPLETELY unexpected, and is DOCUMENTABLE IN WRITING, you "get back" that lost letter grade (A- goes back to A) if you spend an hour with me going over what happened in class during my office hours the following day.
If you are too sick to come to class, but not sick enough to go to the doctor or ER to get documentation, then you should webex or zoom in to class, and participate in the class discussion to get credit for being present.

MORE ON THE INTELLECTUAL VIRTUES APPROACH

The course incorporates a meta-theme: teaching intellectual virtues. I do this for two reasons.
Mastering the materials presented in this course is about more than just mastering content. It's about growing your way into your own personal style as an independent scholar who is tough, careful, and open minded when confronted with challenging questions and data, or points of view with which you disagree. I intend to use this course to help you reflect on and develop your own intellectual virtues. As you become an autonomous social scientist developing your own perspective on important theories, policies and practices in criminology, criminal justice, and related disciplines, developing these intellectual virtues will make you a more thoughtful, open minded, careful, and perhaps even courageous contributor to the field.
Of course the flip side of intellectual virtues are intellectual weaknesses. All scholars have them. To grow your intellectual virtues you also need to reflect on your intellectual weaknesses. This course provides opportunities to engage in such reflection as you tackle challenges and grow your awareness about how you respond to those challenges.
The second reason is pedagogical transparency. I find the intellectual virtues approach requires me to explain lucidly why I am doing what I am doing in the classroom and when I construct and review work assignments you complete. It prompts me to consider, and then share with you, not just learning goals associated with different topics and assignments, but also broader lessons learned. We can widen the lens.

SEQUENCE OF TOPICS, READINGS, DISCUSSION LEADERS

Date of last update: 1/14/2020

UPDATE DETAILS
Presentation schedule changed 1/14/2019. See memo sent out same date

Class Date	NOTE: (1) Articles are to be completed BY the class date listed. (2) Stata help files are listed for the week you start working on the technique. Refers to the complete pdf manual entry. (3) Background readings are suggestions for those who have the time and interest.

1/13 WK1	<u>Topics discussed</u>: Course goals and meta goals. Orientation to intellectual virtues. Course activities and requirements. Orientation to the Pew data set. Orientation to cluster analysis <u>Introductory material in class provided on</u>: Cluster analysis <u>Begin lab work on</u>: Cluster analysis: groupings based on views about gun policies <u>Stata help files to read</u>: cluster kmeans and kmedians
1/20	Martin Luther King Jr. Community Service Day: no class <u>Assignment due</u>: Intellectual virtues semester strengthening program (file upload to Canvas)
1/27 WK2	<u>Topics discussed</u>: Cluster analysis <u>Articles read by all</u>: Jones, P. R., & Harris, P. W. (1999). Developing an empirically based typology of delinquent youths. Journal of Quantitative Criminology, 15(3), 251-276. <u>Special activity</u>: Produce and process data on immigrant dissimilarities **<u>Lab 1 due</u>**: Come with lab report on: Cluster analysis: groupings based on views about gun policies
2/3 WK3	<u>Topics discussed</u>: Multidimensional scaling, crime seriousness <u>Articles read by all</u>: Sherman, R. C., & Dowdle, M. D. (1974). The perception of crime and punishment: A multidimensional scaling analysis. Social Science Research, 3(2), 109-126. doi:https://doi.org/10.1016/0049-089X(74)90007-6 <u>Introductory material in class provided on</u>: Multidimensional scaling <u>Begin lab work on</u>: Analyzing data on immigrant dissimilarities <u>Stata help files to read</u>: mds <u>Background readings available</u>: (1) Roberts, J. V., & Stalans, L. J. (1997). *Public opinion, crime, and criminal justice*. Boulder, CO: Westview Press. Chapter 4 on crime seriousness (pp 53-74) (2) Ding, C. S. (2018). Fundamentals of Applied Multidimensional Scaling for Educational and Psychological Research. New York: Springer; (3) Kruskal, J., & Wish, M. (1978). Multidimensional scaling. Beverly Hills: Sage Publications.[files=kruskal_mds 1 – 5]
2/10 WK4	<u>Topics discussed</u>: Multidimensional scaling, crime seriousness, illegality of undocumented immigrants <u>Articles read by all</u>: Flores, R. D., & Schachter, A. (2018). Who are the "Illegals"? The Social Construction of Illegality in the United States. American Sociological Review, 83(5), 839-868. doi:10.1177/0003122418794635 **<u>Lab 2 due:</u>** Come with lab report on: Multidimensional scaling analysis of immigrant illegality <u>Background readings available</u>: (1) Hughes, P. P., Marshall, D., & Sherrill, C. (2003). Multidimensional Analysis of Fear and Confidence of University Women Relating to Crimes and Dangerous Situations. Journal of Interpersonal Violence, 18(1), 33-49. doi:10.1177/0886260502238539; (2) Corten, R. (2011). Visualization of social networks in Stata using multidimensional scaling. Stata Journal, 11(1), 52-63. (3) Forgas, J. P. (1980). Images of crime: a Multidimensional analysis of individual differences in crime perception. International Journal of Psychology, 15(1-4), 287-299. doi:10.1080/00207598008246998
2/17 WK5	<u>Topics discussed</u>: Propensity score models, Part I: rationale, creating matching groups, different matching protocols, reporting results <u>Articles read by all</u>: Franklin, T. W. (2015). Race and Ethnicity Effects in Federal Sentencing: A Propensity Score Analysis. Justice Quarterly, 32(4), 653-679. doi:10.1080/07418825.2013.790990 <u>Introductory material in class provided on</u>: propensity score: rationale; when needed; matching <u>Begin lab work on</u>: Propensity score matching on race and views about one gun policy option <u>Stata help files to read</u>: teffects intro; teffects advanced; teffects; teffects psmatch <u>Introductory material in class provided on</u>: Propensity score models <u>Begin lab work on</u>: PSMs for gun policy option views <u>Background reading available</u>: (1) Apel, R. J., & Sweeten, G. (2010). Propensity score matching in criminology and criminal justice. In A. R. Piquero & D. Weisburd (Eds.), Handbook of Quantitative Criminology (pp. 543-562). New York: Springer. (2) Will be on Charles reserve: Guo, S., & Fraser, M. W. (2010/2015). Propensity Score Analysis: Statistical Methods and Applications (First ed./Second ed.). Thousand Oaks: Sage.
2/24 WK6	<u>Topics discussed</u>: Propensity score models, Part II: Statistics to gauge balance on observed covariates; potential impacts of unobserved covariates <u>Articles read by all</u>: Ridgeway, G. (2006). Assessing the effect of race bias in post-traffic stop outcomes using propensity scores. Journal of Quantitative Criminology, 22(1), 1-29. <u>Background reading available</u>: Shadish, W. R. (2013). Propensity score analysis: promise, reality and irrational exuberance. Journal of Experimental Criminology, 9(2), 129-144. doi:10.1007/s11292-012-9166-8 **<u>Lab 3 due:</u>** Come with lab report on: Race PSMs for gun policy option views
3/2	Panama City Spring Break (Don't get stranded in Area Z51-Zombie Escape)

3/9 WK7	Topics discussed: Multilevel models Part I: The need, the ANOVA model, Empirical Bayes adjustment Articles read by all and presented by: Baumer, E. P., & Arnio, A. N. (2012). Multi-level modeling and criminological inquiry. In D. Gadd, S. Karstedt, & S. F. Messner (Eds.), The SAGE Handbook of Criminological Research Methods (pp. 97-110). Thousand Oaks, CA: Sage. Additional ***strongly recommended*** reading: Taylor, R. B. (unpublished manuscript). Mastering multilevel model foundations: Monopoly data and Stata. Chapters 1-7. Appendix. Introductory material in class provided on: Mixed models: ANOVA sub-model, EB adjustment Begin lab work on: mixed model ANOVA for views on gun policy options Assignment due: Mid semester check in with your intellectual virtues plan
3/16 WK8	Topics discussed: Multilevel models Part II: Adding predictors; centering operations and conceptual implications Articles read by all: Robinson, J., Lawton, B., Taylor, R. B., & Perkins, D. D. (2003). Longitudinal Impacts of Incivilities: A Multilevel Analysis of Reactions to Crime and Block Satisfaction. Journal of Quantitative Criminology, 19(237-274). Additional ***strongly recommended*** reading: Taylor, R. B. (unpublished manuscript). Mastering multilevel model foundations: Monopoly data and Stata. Chapters 8 AND 11 Introductory material in class provided on: Mixed models with predictors; centering operations; random effects versus fixed effects Begin lab work on: mixed model with predictors for views on gun policy options **Lab 4 due:** Come with lab report on: ANOVA model for views on gun policy option
3/23 WK9	Topics discussed: Mixed models Part III: Over time Articles read by all and presented: Raudenbush, S. W. (2005). How do we study "What happens next"? Annals of the American Academy of Political and Social Science, 602, 131-144. Background reading available: Kaiser, K., & Reisig, M. D. (2017). Legal Socialization and Self-Reported Criminal Offending: The Role of Procedural Justice and Legal Orientations. Journal of Quantitative Criminology. doi:10.1007/s10940-017-9375-4 Additional ***strongly recommended*** reading: Taylor, R. B. (unpublished manuscript). Mastering multilevel model foundations: Monopoly data and Stata. Chapters 9, 10 Introductory material in class provided on: Mixed models for studying differential effects of time [Possible lab with no report required] Begin lab work on: mixed models differential time effects **Lab 5 due:** Come with lab report on: mixed model with predictors for views on gun policy options
3/30 WK10	Topics discussed: Selection models Part I: Understanding the need; how to set it up Articles read by all: Berk, R. A. (1983). An Introduction to sample selection bias in sociological data. American Sociological Review, 48, 386-398. Stata help files to read: heckman, heckprobit Additional reading available for those interested: (1) Carnahan, T., & McFarland, S. (2007). Revisiting the Stanford Prison Experiment: Could participant self-selection have led to the cruelty? Personality and Social Psychology Bulletin, 33, 603-614; (2) Bushway, S., Johnson, B. D., & Slocum, L. A. (2007). Is the Magic Still There? The Use of the Heckman Two-Step Correction for Selection Bias in Criminology. Journal of Quantitative Criminology, 23(2), 151-178. doi:10.1007/s10940-007-9024-4 Introductory material in class provided on: Selection bias: Conceptual logic; scope of concerns Begin lab work on: Weapons search hit during investigatory stops in Philadelphia
4/6 WK11	Topic discussed: Selection models Part II: Interpretation, statistical and theoretical limitations Articles read by all: Loughran, T. A., Nguyen, H., Piquero, A. R., & Fagan, J. (2013). The Returns to Criminal Capital. American Sociological Review, 78(6), 925-948. doi:10.1177/0003122413505588 Additional reading available for those interested: Taylor, R. B., Johnson, L. T., Koehnlein, J. M., & Stanford, D. (2017). Analysis of Chicago Police Department Post-stop Outcomes during Investigatory Stops July through December 2016 (Period 2): Input to Hon. Arlander Keys' (Ret.) Second First Year Report. *Read only 40-42 & 57-60* **Lab 6 due:** Come with lab report on: Weapons search hit during investigatory stops in Philadelphia
4/13 WK12	Catch up / student nominated
4/20 WK13	Project presentations Part I / Student nominated
4/27 WK 14	Project presentations Part II / Student nominated / Instructor wrap up
	LAST DAY OF CLASSES: 4/27; STUDY DAY Tuesday 4/28; EXAMS 4/29-5/5; GRADES DUE 5/8
5/4	**Final paper project due**

ARTICLE DISCUSSION LEADERS - UPDATED

Leader order (randomly sorted)	Date: First discussion facilitator	Article (NRBA = not read by all)
Huffer, Marc	1/27	Jones, P. R., & Harris, P. W. (1999). Developing an empirically based typology of delinquent youths. Journal of Quantitative Criminology, 15(3), 251-276.
Perron, Lauren	2/3	Sherman, R. C., & Dowdle, M. D. (1974). The perception of crime and punishment: A multidimensional scaling analysis. Social Science Research, 3(2), 109-126. **NRBA**
Mohler, Megan	2/10	Flores, R. D., & Schachter, A. (2018). Who are the "Illegals"? The Social Construction of Illegality in the United States. American Sociological Review, 83(5), 839-868
Shaud, Megan H	2/10	Hughes, P. P., Marshall, D., & Sherrill, C. (2003). Multidimensional Analysis of Fear and Confidence of University Women Relating to Crimes and Dangerous Situations. Journal of Interpersonal Violence, 18(1), 33-49. **NRBA**
Delucca, Sarah	2/17	Franklin, T. W. (2015). Race and Ethnicity Effects in Federal Sentencing: A Propensity Score Analysis. Justice Quarterly, 32(4), 653-679. doi:10.1080/07418825.2013.790990
Brey, Jesse T.	2/24	Ridgeway, G. (2006). Assessing the effect of race bias in post-traffic stop outcomes using propensity scores. Journal of Quantitative Criminology, 22(1), 1-29.
Bueno, Elijah P	2/24	Shadish, W. R. (2013). Propensity score analysis: promise, reality and irrational exuberance. Journal of Experimental Criminology, 9(2), 129-144. doi:10.1007/s11292-012-9166-8. **NRBA**
Wight, Hayley	3/9	Baumer, E. P., & Arnio, A. N. (2012). Multi-level modeling and criminological inquiry. In D. Gadd, S. Karstedt, & S. F. Messner (Eds.), The SAGE Handbook of Criminological Research Methods (pp. 97-110). Thousand Oaks, CA: Sage.
Nguyen, Trinh	3/16	Robinson, J., Lawton, B., Taylor, R. B., & Perkins, D. D. (2003). Longitudinal Impacts of Incivilities: A Multilevel Analysis of Reactions to Crime and Block Satisfaction. Journal of Quantitative Criminology, 19(237-274).
Agers, Mea L	3/23	Raudenbush, S. W. (2005). How do we study "What happens next"? Annals of the American Academy of Political and Social Science, 602, 131-144.
Bullock, Haley S.	3/23	Kaiser, K., & Reisig, M. D. (2017). Legal Socialization and Self-Reported Criminal Offending: The Role of Procedural Justice and Legal Orientations. Journal of Quantitative Criminology. **NRBA**
Phillips, Samantha	3/30	Berk, R. A. (1983). An Introduction to sample selection bias in sociological data. American Sociological Review, 48, 386-398
Jenaway, Elizabeth Marie	3/30	Carnahan, T., & McFarland, S. (2007). Revisiting the Stanford Prison Experiment: Could participant self-selection have led to the cruelty? Personality and Social Psychology Bulletin, 33, 603-614. **NRBA**
Sheerin, Ciara Kate	4/6	Loughran, T. A., Nguyen, H., Piquero, A. R., & Fagan, J. (2013). The Returns to Criminal Capital. American Sociological Review, 78(6), 925-948

WRITING RESOURCES

You will be writing up different assignments based on your data set. You might be able to use these different assignments later on as the components of a complete research paper.

Here are some suggested resources.

For guidelines on writing an empirical research paper go to:
http://www.rbtaylor.net/ralphsrules4papers.htm

The link below has some pages from: Payne, L. V. (1969). *The Lively Art of Writing*. New York: New American Library.

http://www.rbtaylor.net/payne_33_55.pdf

This should help you structure your writing.

For more on the **ecology of writing** and how to write **sections of a social science journal article**, many students found this helpful:

Silvia, P. J. (2007). *How to Write a Lot*. Washington, DC: American Psychological Association.

For an excerpt from this book CLICK HERE

For some serious help on writing **mechanics** you may any of the following helpful. These are dirt cheap on Abebooks.com .

You need to learn how to be a serious critic of your own writing style and mechanics. These books can help. Mechanics cover everything from spelling and basic grammar to how you organize your paper and stylistic issues.

Fogarty, M. (2019). *Grammar Girl Presents the Ultimate Writing Guide for Students*. New York: St. Martin's Griffin. (Grammar Girl also has an award winning podcast: https://www.quickanddirtytips.com/grammar-girl Recommended if you listen to podcasts.)

Hodges, John C. & Whitten, Mary E. (1977). *Harbrace College Handbook*. (8th Edition) New York: Harcourt Brace Jovanovich.

Provost, G. (1994). *100 Ways to Improve Your Writing*. New York: Signet.

Strunk, W., Jr., & White, E. B. (1979). *The Elements of Style* (Third ed.). New York: MacMillan.

Warriner, John E., & Griffith, Francis (1969). *English Grammar and Composition*: **Complete Course** (Revised edition with supplement). New York: Harcourt Brace Jovanovich. [Be sure you get "complete course"]

To quote Stuart Little, "A mis-spelled word is an abomination." So is a misused word. CLICK HERE

POLICIES, PROCEDURES, EXPECTATIONS

Academic Freedom

Statement on Academic Freedom: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

The policy encourages students to first discuss their concerns with their instructor. If a student is uncomfortable doing so, or if discussions with the instructor do not resolve the student's concerns, an informal complaint can be made to the Student Ombudsperson for the student's school or college. Unresolved complaints may be referred to the dean for handling in accordance with the school or college's established grievance procedure. Final appeals will be determined by the Provost.

Academic Honesty

The section immediately below is from the University's Graduate Bulletin policies and procedure page [http://www.temple.edu/grad/policies/index.htm]

Academic honesty and integrity constitute the root of the educational process at Temple University. Intellectual growth relies on the development of independent thought and respect for the thoughts of others. To foster this independence and respect, plagiarism and academic cheating are prohibited.

Plagiarism is the unacknowledged use of another individual's ideas, words, labor, or assistance. All coursework submitted by a student, including papers, examinations, laboratory reports, and oral presentations, is expected to be the individual effort of the student presenting the work. When it is not, that assistance must be reported to the instructor. If the work involves the consultation of other resources such as journals, books, or other media, those resources must be cited in the appropriate style. All other borrowed material, such as suggestions for organization, ideas, or actual language, must also be cited. Failure to cite any borrowed material, including information from the internet, constitutes plagiarism.

Academic cheating results when the general rules of academic work or the specific rules of individual courses are broken. It includes falsifying data; submitting, without the instructor's approval, work in one course that was done for another; helping others to plagiarize or cheat from one's own or another's work; or undertaking the work of another person.

The penalty for academic dishonesty can vary from a reprimand and receiving a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the University. The penalty varies with the nature of the offense. Students who believe that they have been unfairly accused may appeal through their school/college's academic grievance procedure and, ultimately, to the Graduate Board if academic dismissal has occurred.

Academic Rights and Responsibilities

Temple University students who believe that instructors are introducing extraneous material into class discussions or that their grades are being affected by their opinions or views that are unrelated to a course's subject matter can file a complaint under the University's policy on academic rights and responsibilities.

Avoiding Academic Misconduct

CLICK HERE to see College Policy circa 1983 - I think this gives you the most detail. **STRONGLY RECOMMENDED.**

We will discuss in class the nature of academic misconduct, including plagiarism. You are responsible for

understanding the different varieties of academic misconduct, and for understanding the Graduate School's policies as described below. If I encounter solid evidence of academic misconduct I will discuss the matter with you, and then deliver the consequence I deem appropriate. Possible consequences include: failure on the assignment in question (i.e., a 0); assigning a failing grade for the course; or attempting to have you expelled from Temple University. Should you wish to contest a decision I make on academic misconduct, I will inform you of the procedures to follow. The department and the college have fully specified grievance procedures for graduate students.

Students must assume that all graded assignments, quizzes, and tests are to be completed individually unless otherwise noted in writing in this syllabus. I reserve the right to refer any cases of suspected plagiarism or cheating to the University Disciplinary Committee; I also reserve the right to assign a grade of "F" for any written assignment based on solid evidence of misconduct.

Controversial Subject Matter

In this class we will be discussing subject material that some students may consider controversial. Some students may find some of the readings and/or some of the comments in class challenging. Our purpose in this class is to explore the subject matter deeply and to consider multiple perspectives and arguments. Students are expected to listen to the instructor and to one another respectfully, but of course are free to disagree respectfully with views expressed in class, or in readings. We may, as needed, spend time developing more detailed listening and speaking norms in class.

Disability Statement

This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. If you have a documented disability, please bring the instructor the required form from Disability Resources and Services (215-204-1280 in 100 Ritter Annex) so that the instructor can coordinate reasonable accommodations for students with documented disabilities.

In fairness to all students, the instructor can only accommodate those students who might need extra time for taking exams or completing assignments, or special test taking arrangements, if those students are registered with the Office of Disability Resources and Services.

"Temple University is committed to the inclusion of students with disabilities and provides accessible instruction, including accessible technology and instructional materials.

The process for requesting access and accommodations for this course is: **(1)** Advise me of the need for access or accommodations; **(2)** Contact Disability Resources and Services to request accommodations; **(3)** DRS will consult with me as needed about essential components of the program; **(4)** Present me with a DRS accommodation letter.

E-mail

I will not respond to more than one email/student/workday. If you have sent me multiple emails in one day, I will respond to the latest one that I see when I look at my email.

During the semester sometimes things get busy. **Although I may respond more quickly, do not expect an email reply in less than two working days (48 hours) during the semester.** This does not count weekends or the spring break. You should expect that I will **probably not** be responding to emails on weekends and during break.

I expect all your emails to me to be **professional**. Professional emails have a subject heading that is informative and specific, a proper salutation, a clear statement of the matter at hand, and a closing. For some hints/tips, see: http://careerplanning.about.com/od/communication/a/email_tips.htm If you want to learn more, find a book "Send: The Essential Guide to Email for Office and Home." To learn more about this book CLICK HERE.

Please use the tuclasses at gmail.com address for all class email.

Late assignments

If you have an excuse for a late assignment I will take this into account only if
a) you notify me beforehand about the problem and
b) I find your excuse for the delay to be a valid one and
c) I have needed documentation in writing.

Office Hours

If we need to chat, and you are unable due to completing obligations to meet during stated office hours, notify me and a different meetng time will be arranged. Please note that office hours are for **all** students. You do NOT need to set an appointment.

Regrading

You have the right to submit any written assignment for regrading. If you wish to submit an assignment for regrading proceed as follows: Prepare a written statement explaining why the assignment should be regraded. This applies to all written assignments. On a cover sheet print your name, TUID number, name of the assignment date of the assignment, and the date you submitted the assignment for regrading. Staple the cover sheet to your written rationale and the original assignment. Give this to me in class or leave in my mailbox in the department office.14I will review your request for regrading. I will consult with other faculty if I deem that appropriate. As a result of your request for regrading the grade on your original assignment may stay the same, or it may go up, or it may go down. All submissions for regrading must be received no later than May 15, 2020.

Religious Holidays
If you will be observing any religious holidays this semester which will prevent you from attending a regularly scheduled class or interfere with fulfilling any course requirement, you will be permitted to make up the class and/or course requirement if you make arrangements by informing the instructor (via e-mail) in advance of the dates of your religious holidays. You are also responsible for reminding the instructor of the reason for your absence or late work at the time of the holiday.

Snow Cancellation

This hardly ever happens! Haha! But seriously folks, the emergency closing number is Philadelphia - 101. Notice is also posted on TU Portal. If there is no official closing, assume that class will be held and that you are expected to attend. **In the unlikely event that Temple is open but I cannot get to campus I will email everyone by noon.** If I am unable to attend a class due to snow, I will hold an online class via Webex or Zoom.

Student conduct

You are expected to be familiar with and abide by the Temple code of student conduct. It is available online at: : http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

Technology

1. Turn off cell phones, pdas, pagers, and i-Whatevers before you come to class. During class, INCLUDING IN THE LAB PORTION, your cell phones are OFF and AWAY. Save checking your cell phone for the class break. IF BECAUSE OF SOME TYPE OF URGENT SITUATION you need to have your cell phone on for a SPECIFIC class, NOTIFY THE INSTRUCTOR BEFORE the class begins, and leave class to take the call. The instructor may ask you to leave the class for that day if he sees or even suspects cell phone use or that you are paying attention to your cell phone.

2. If by chance you forget to turn it off, and your phone or pager rings, I expect you to turn it off immediately.

3. TEXTING IN CLASS OR CHECKING YOUR PHONE FOR TEXT OR EMAIL OR MISSED CALLS IS STRICTLY PROHIBITED. If there is an urgent message you are awaiting, alert me at the beginning of class.Yes, we do have a break every class. You can check all of your messages during break. After break - everything needs to be off again.

4. Because we are in a computer classroom for part of some classes, I expect you ONLY to be taking notes or looking at relevant program pages. I do not expect you to be websurfing, browsing, checking email and such. If you are using your computer in class the only things that should be up on your screen are RELEVANT windows. If you are going to irrelevant windows like checking email or twitter that will be treated like using or paying attention to your cell phone.

Some background, if you want it. **Scientific research** has documented the costs of using your cell phone, It creates a condition of [inattentional blindness](#) . This is not good. See: Hyman, Ira E., S. Matthew Boss, Breanne M. Wise, Kira E. McKenzie, and Jenna M. Caggiano. 2010. "Did you see the unicycling clown? Inattentional blindness while walking and talking on a cell phone." Applied Cognitive Psychology 24 (5):597-607. If you want to read a recent and general review about portable media use see: Levine, Laura E., Bradley M. Waite, and Laura L. Bowman. 2012. "Mobile Media Use, Multitasking and Distractibility." IGI Global.

Workload

This class meets 2-1/2 hours a week. Outside of class, you can expect an average workload of approximately 6-12 hours per week. Previous students reported spending 7-8 hours a week prepping for class.

LEGAL

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