

**SS/PSYC 385-01V – Research Methods  
Fall 2022**

**Professor:** Heidee McMillin

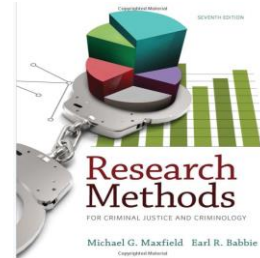
**Email:** [hemcmillin@lcsc.edu](mailto:hemcmillin@lcsc.edu)

**Class Meetings:** T/Th 1:30 – 2:45 pm, via Zoom

**Office:** Harbor Center, Coeur d’Alene

**Virtual Office Hours** [via Zoom: W 4:00 – 6:00 pm](#) or by appointment

**TEXT:** *Research Methods for Criminal Justice and Criminology.*  
Maxfield, M.G. and Babbie, E.R. (2015). Wadsworth/Cengage Learning, 7<sup>th</sup> ed.



*Additional readings as assigned.*

### Course Overview

SS/PSYC 385 is a precursor to students Senior Research course. In SS/PSYC 385, students will learn how research is conducted on various social science topics. Using that knowledge, students will develop a research proposal on a topic of their choosing. This course will promote the student’s ability to understand the results of research presented in professional journals and to communicate the meaning of data, research findings, and statistical data to others.

### Course Objectives

By focusing on the areas above, it is anticipated that by the end of this course students will be able to:

1. Describe the different purposes of research (exploratory, descriptive, explanatory, and applied)
2. Execute the traditional model of science through theory development, operationalization, and observation

Identify unethical methods of human subjects research

1. Recognize threats to validity in a scientific study
2. Distinguish units of analysis and levels of measurement in research studies
3. Describe different sources of data useful in answering a research question
4. Discuss experimental methods such as pre- and post-tests, and control groups
5. Compare different methods of collecting data (surveys, interviews, focus groups, field observations, agency records, etc.)

<b>Course Requirements:</b>	
Weekly Assignments* (10 points each)	60
Scholarly Article Reviews ** (10 points each)	80
Literature Review (All 10 articles)	50
1 <sup>st</sup> Exam	50
2 <sup>nd</sup> Exam	50
Class Presentation – Research Proposal <sup>^</sup>	50
Weekly Attendance/Class Participation <sup>^^</sup>	78
<b>TOTAL POSSIBLE POINTS</b>	<b>418</b>

## Course Format

This is a virtual remote course delivered on Zoom via [Canvas](#). **Zoom Format:** We are so fortunate to be able to continue working and supporting your progress towards your education. Adjustments can be rough, but they are necessary to maintain the integrity of the learning environment. **Therefore, you must create a classroom environment from wherever you are attending class.** This includes:

- A. Keeping your Zoom camera ON and pointed at your face during the entire class session.**  
This is not a podcast, you need to show-up for class.
- B. Avoiding distractions** (e.g., visiting with roommates, online shopping, catching up on social media, etc.)

Please understand that failure to observe these very basic rules of courtesy and respect can result in:

- 1) Reduction in participation/attendance points
- 2) Removal from class sessions
- 3) An appointment with the Vice President of Student Affairs
- 4) Suspension or expulsion

Students will be able to find class materials including the syllabus, course schedule, assignments, grades, and a link to email me within the course on Canvas.

**\*Weekly Assignments:** You will have an assignment due nearly every week in this class. They can be found on the “Assignments” link on [Canvas](#)<sup>1</sup>. The due dates for assignments are **NOT** “estimates” or “suggested” due dates. **Assignments are due on the appointed date before class begins.** **Late assignments are not accepted.** Please organize your time accordingly. Employers like employees who can meet deadlines. Let’s get you ready for a career 😊.

*One of the best ways to avoid late assignments is not waiting until the last minute to submit them on Canvas. Technical issues do come up from time to time. You need to allow for these real-world circumstances and prepare accordingly.*

**You will be graded on your ability to relate the weekly assignment to class readings and lectures, and to provide some *thoughtful insight* into your work. In order to receive full credit for work in this class, ALL of your work must:**

1. Include your name, the course name or number, assignment name & date on the upper left corner of all your work (In the “**Course Resources**” link in [Canvas](#) see the [Example Assignment and APA Formatting](#) video (3:36).
2. Be submitted electronically to Canvas, in either **doc**, **docx** or **rtf** format. **Be sure to include your last name, course number, and assignment number in your file name:** (e.g., **YourLastName SS 385 Assn 2**, not “assignment1” nor “research1”)
3. Be turned in by the due date

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<sup>1</sup> It is the responsibility of the student to learn how to use Canvas. All LC State students are enrolled in “**Passport to Canvas**,” which is a self-paced training on how to use Canvas. **Passport to Canvas** consists of nine modules that guide students through everything they need to know about using Canvas as a student. Students should see “**Passport to Canvas**” on their Dashboard when they [sign into Canvas](#).

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4. **Cited appropriately in APA format** (See [“In-text Citations”](#) instruction on Purdue OWL website as well as the **“APA Formatting Videos”** link in Canvas for formatting examples). **Do NOT use citation programs for your citations. They are unreliable and will lower your grade.**
  - a. **Provide page numbers from textbook or online pdf documents** (e.g., p. 211) or sub-headers and chapter number from e-text (e.g., “Variables and Relationships”, Ch. 2)
  - b. *Specific website addresses you used for your answers*  
*Copying and pasting text from another source is plagiarism and will result in a “0” on your assignment. Correctly citing text that you have simply pasted from another source will also result in a “0”. DO YOUR OWN WORK (i.e., paraphrase).*
5. Demonstrate an understanding of the material covered in class (NOT what the Internet has to say on the topic. **Web searches cannot be used as a substitute for your understanding of class materials.**)
6. Include an element of critical thinking (**no** regurgitating from lectures or textbook) - take what you’ve learned and draw some conclusions about it.
7. Be typewritten, double-spaced, with one-inch margins
8. Include page numbers in footers or headers
9. **Be proofread and spellchecked** (i.e., free of typographical and grammatical errors)
10. **Be written in third person (professional voice), like a reporter** (e.g., “The study indicates . . .”). Avoid using “I” statements (e.g., “I think”, “I believe”, “In my opinion”, etc.).
11. Not use “lingo” in academic papers (e.g., “each and every” “rehab”). **Type in full words, complete sentences, with appropriate punctuation.**

Your reference page should be in APA format. See [“Reference List: Author/Authors”](#) for formatting examples of your Reference page.

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

Sometimes students are under the impression that class assignments are asking what they already know about a topic. This is not the purpose of higher education. [Class assignments are developed to gauge what you are learning, not what you already know.](#) While you may have a really good answer to an assigned question based on your personal knowledge and experience, the purpose of course assignments are to assess your ability to learn material presented in the course, and assimilate this new information into useful skills in your chosen profession. Please bear this in mind when doing your assignments.

**The best way to prepare a top-notch paper is to:**

- a. Carefully read and re-read the material
- b. Highlight text and/or write down highlights that will help you remember the main points of the section you are reading
- c. Write a rough draft of your answer
- d. After you’ve had time away from your rough draft, *re-read it, even out loud* to see if it “sounds” right
- e. **Use spell check and grammar check in Word AND on your own to correct any errors**
- f. Submit your final draft (NOT your rough draft) of your assignment

You are expected to come to class having *already read the material* to be discussed for that day.

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You will typically have one assignment per week, along with one scholarly article review per week. **They are due before class begins on the assigned due date.**

Please remember that **late assignments are not accepted**. **Be sure to submit your assignments, following all of the steps outlined on pages 1 and 2 of this syllabus, and on the Student Assignment Requirements Checklist in Canvas.**

**Technology:** Minimum required technology skills include the ability to:

1. **Send and receive email via your lmail.lcsc.edu**
2. **Navigate the [Canvas online learning system](#)**
3. **Scholarly Research using the LC Library or Google Scholar**

**Accessing online courses from a tablet or other mobile device is NOT sufficient to perform certain Canvas functions.** LC State has established the following technology recommendations for students taking online courses.

- **Internet Connection** - Consistent, reliable access to a high-speed internet connection is required to successfully participate in remote and online instruction.
- **Hardware**
  - Webcam with microphone is strongly recommended
  - Speakers/headphones/earbuds for listening to audio or video
- **Operating System Minimum Requirements**
  - **Windows:** Windows 10; 800-MHz or faster 32-bit (x86) or 64-bit (x64) processor; 2 GB of RAM
  - **Mac (Apple):** Mac OS X 10.8; Intel Core™ Duo 1.83GHz or faster processor; 2 GB of RAM

**Important Note**

CHROMEBOOKS ARE **NOT** ADEQUATE AS YOUR MAIN COMPUTER AT LC STATE. **Certain Canvas features and some software programs used by campus departments will not run on the Chromebook operating system** (ex. Microsoft Office Suite, Respondus LockDown Browser & Monitor).

Dates	COURSE OUTLINE
8/23	<ul style="list-style-type: none"> <li>• Introduction, Syllabus and Course Expectation Review</li> <li>• <b>Entry Task - Extra Credit Syllabus Quiz due before noon on Thursday, September 1st</b></li> </ul>
<b>Part One: An Introduction to Criminal Justice Inquiry</b>	
8/23	<ul style="list-style-type: none"> <li>• Welcome, syllabus and course review</li> </ul>
8/25	<ul style="list-style-type: none"> <li>• <b>Chapter 1</b> – Crime, Criminal Justice, and Scientific Inquiry</li> </ul>
8/30	<ul style="list-style-type: none"> <li>• <b>Chapter 2</b> – “Foundations Criminal Justice Research”</li> </ul>
9/1	<p><b>LC Librarian Jennifer Cromer</b> will show you the best ways to find scholarly resources for your research topic.</p> <ul style="list-style-type: none"> <li>• <b>Task</b> – Finding studies on your research topic</li> </ul>

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<b>Dates</b>	<b>COURSE OUTLINE</b>
	<ul style="list-style-type: none"> <li>• <i>Make an individual <a href="#">research appointment</a> with an LC Librarian</i></li> </ul>
9/6	<ul style="list-style-type: none"> <li>• <b><i>In class task</i></b> – How to read and summarize a research report/scholarly article</li> </ul>
<b>Part Two: Structuring Criminal Justice Inquiry</b>	
9/8	<ul style="list-style-type: none"> <li>• <b>Chapter 3</b> – “Ethics and Criminal Justice Research”</li> <li>• <b>*FINAL RESEARCH TOPICS DUE*</b></li> </ul>
9/13	<ul style="list-style-type: none"> <li>• <b>Chapter 4</b> – General Issues in Research Design</li> <li>• <i>Group Work</i> - Identifying Parts of a Research Report</li> </ul>
9/15	<ul style="list-style-type: none"> <li>• <b>First Article Review due to Canvas before class</b></li> </ul>
9/20	<ul style="list-style-type: none"> <li>• <b>Chapter 5</b> – Concepts, Operationalization, and Measurement</li> <li>• <b>Task</b> - Develop your research proposal</li> </ul>
9/22	<ul style="list-style-type: none"> <li>• <b>EXAM 1</b></li> <li>• <b>Second Article Review due to Canvas before class</b></li> </ul>
9/27	<ul style="list-style-type: none"> <li>• <b>Chapter 6</b> – Measuring Crime</li> <li>• <b>Scholarly Article Review Presentations</b></li> </ul>
9/29	<ul style="list-style-type: none"> <li>• <b>In-class work</b></li> <li>• <b>Third Article Review due to Canvas before class</b></li> </ul>
10/4	<ul style="list-style-type: none"> <li>• <b>Chapter 7</b> – Experimental and Quasi-Experimental Design</li> <li>• <b>Scholarly Article Review Presentations</b></li> </ul>
10/6	<ul style="list-style-type: none"> <li>• <b>In-class work</b></li> <li>• <b>Fourth Article Review due to Canvas before class</b></li> </ul>

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Dates	COURSE OUTLINE
<b>Part Three: Modes of Observation</b>	
10/11	<ul style="list-style-type: none"> <li>• (Little bit of) <b>Chapter 8</b> – Sampling &amp; all of <b>Chapter 9</b> – Survey Research</li> <li>• <b>Task: Create Literature Review</b> (Combine all 4 corrected article reviews into one, comprehensive literature review)</li> </ul>
10/13	<ul style="list-style-type: none"> <li>• <b>In-class work</b></li> <li>• <b>Scholarly Article Review Presentations</b></li> <li>• <b>Fifth Article Review due to Canvas before class</b></li> </ul>
10/18	<ul style="list-style-type: none"> <li>• <b>Chapter 10</b> – Qualitative Interviews</li> </ul>
10/20	<ul style="list-style-type: none"> <li>• <b>In-class work</b></li> <li>• <b>Sixth Article Review due to Canvas before class</b></li> </ul>
10/25	<ul style="list-style-type: none"> <li>• <b>Chapter 11</b> – Field Observation</li> </ul>
10/27	<ul style="list-style-type: none"> <li>• <b>In-class work</b></li> <li>• <b>Scholarly Article Review Presentations</b></li> <li>• <b>Seventh Article Review due to Canvas before class</b></li> </ul>
11/1	<ul style="list-style-type: none"> <li>• Chapter 12 – Agency Records, Content Analysis, and Secondary Data</li> <li>• <b>Task</b> - IRB Applications</li> </ul>
11/3	<ul style="list-style-type: none"> <li>• <b>In-class work</b></li> <li>• <b>Scholarly Article Review Presentations</b></li> <li>• <b>Eighth Article Review due to Canvas before class</b></li> </ul>
11/8	<ul style="list-style-type: none"> <li>• <b>EXAM 2</b> <i>Advance registration for spring semester, November 7th – 11th.</i></li> </ul>

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Dates	COURSE OUTLINE
11/10	<ul style="list-style-type: none"> <li>• <b>In-class work</b></li> <li>• <b>Scholarly Article Review Presentations</b></li> </ul>
11/15	<ul style="list-style-type: none"> <li>• <b>Task</b> – Updated IRB Applications, and Letters of Support from Agency where you want to collect data</li> </ul>
11/17	<ul style="list-style-type: none"> <li>• <b>Literature Review including Ninth &amp; Tenth Article Review with Polished Draft of Intro, Abstract, full citation, etc. Due Today</b></li> </ul>
11/22 & 24	<b>NO CLASS MEETINGS – THANKSGIVING BREAK</b>
11/29	Research Proposal PowerPoint Presentations to class
12/1	Finalize your research proposals. Turn them into Canvas before midnight.
12/5	<b>Finals Week – no class meetings – You’re done!</b>

**\*\*Research Article Reviews:** Students must summarize findings from **10 scholarly articles** during the semester related to criminal justice, psychology, or social scientific research. Each must be **published within the past 5 years**. You must present 2 of these to the class. Some of your resources can be from instructor pre-approved, *government websites*. The majority of the 10 articles must come from **scholarly journals found through the LCSC Library** or other libraries. **A good pace is to write 2 article reviews per week.**

The research articles you choose should relate to your selected research proposal topic. **It is highly recommended that you make one or more Research Appointments with an LC Librarian.** For each of your **10 article reviews**, prepare a 2-3 page written summary that includes the following information:

1. What is the **hypothesis** stated by the author(s)? (*\*If the article is a “descriptive” study, there will not be a hypothesis.*)
2. Identify any criminological/psychological **theories** the author(s) used in their research.
3. What are the **units of analysis**? (Who, where, when, how many?)
4. Identify the **dependent** and **independent variables**. (*\*If the article is a “descriptive” study, there will not be an independent and dependent variable.*)
5. Summarize the **findings** from the research.
6. Describe the **strengths and weaknesses** of the study (*The author(s) will often provide this for you.*)

As stated in the syllabus, your assignments MUST:

- Be from a scholarly resource (or instructor approved government website)
- Be **properly cited** (including author name, year of publication and page numbers you used in your assignment.) **Do NOT use citation programs for your citations. They are unreliable and will lower your grade.**
- Be free of grammatical and typographical errors

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- **Save time by:**
  - **Not** critiquing the article – if it stinks, don't use it
  - **Not** listing all of the details of the research process (just provide the most basic information – e.g., “A questionnaire was administered to 400 inmates.” We don't need to know that ~~originally 640 inmates were in the study, but 240 dropped out.~~)
  - **Not** listing all of the demographic information of the study population (e.g., “~~There were 200 participants between the ages of 18 and 24, 167 participants between the ages of 25 and 34 .~~”) Only discuss the demographic information as it pertains to the ‘**Findings**’ of the study (e.g., “Study participants between the ages of 18 and 24 **had the highest recidivism rates.**”).

**Be sure to follow the 11-step requirements for every assignment found in your syllabus, and on the "Course Resources" link in Canvas.**

**^Research Proposal** – Your Research Proposal will be approximately 20 pages and will contain the following items (also see “**DETAILED OUTLINE OF RESEARCH PAPER**” posted under “Assignments” on [Canvas](#) for more instruction):

1. Title Page (1 page)
2. Abstract (1 page)
3. Introduction (Describe the issue, why it is important: 1–2 pages)
4. Review of the Literature\* **with full Citations** (7-10 pages; **10 resource minimum**)
5. Method (describes how you will carry out your research [e.g., interviews, surveys, field observation, etc.] 3-5 pages)
6. References (1-2 pages)
7. IRB Application (*Separate document from the Research Proposal*) that includes:
  - a. Consent Form/Approach Script
  - b. Survey/Interview Questions
  - c. Letter of Support from Agency

**Professional Writing Standards.** This is a **writing-intensive class**. You will be asked to write, and re-write several drafts in getting to your final research proposal. If writing is not your thing, you will need to coordinate with the [LC Writing Center](#) on main campus or the [CDA LC Writing Center](#) for assistance. They generally require a 48-hour turn-around for reviewing your work and returning it to you, so this will take some planning and preparation on your part.

All work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (7th Ed.). **Allow sufficient preparation time for proofreading and correction of typographical errors, misspellings, and grammatical errors.** See the “**Course Resources**” link in the “**Welcome: Begin Here!**” module in [Canvas](#) for writing guidance and examples.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work which has misspellings and other editing problems will be graded down on this basis alone.



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Your graded assignments will be returned to you as an attachment via Canvas. Your graded assignments will contain feedback from the instructor that includes areas you were strong, and guidance on where to improve. **It is expected that students incorporate corrective feedback into future assignments.** If suggested improvements are not made in future assignments, more points will be lost on each subsequent assignment.

If you are able to make the necessary improvements from instructor feedback, you will not need to enlist the help of the Writing Center. If you continue to make the same writing errors, and most of my time is spent wading through poorly written information to find nuggets of relevant material, you will need to work with the [Writing Center](#) before submitting work for grading. Again, this requires you to stay on top of your work in order to meet assignment deadlines.

It is important that students take responsibility for their learning and use graded assignments as tools for improvement. I am always happy to discuss ways for you to produce your best work possible outside of class as well.

**^^Class participation:** Non-preparation or non-participation will be considered non-attendance for grading purposes. Five (5) points can be lost each week for failing to participate in any given class. *If you must be absent from class, please obtain class notes and assignments from one of your classmates.*

*Participation requires at a minimum:*

1. Being present in the classroom during the entire class session.
2. Being prepared for class (e.g., already read the material, assignments completed).
3. Submitting completed Peer Review forms for student article presentations.

Class participation is included in your evaluation for two important reasons: **One**, when you are not present, the class is diminished by not having your ideas and your influence on others' thinking. **Two**, being in class also expresses your ability to conduct yourself in a professional manner.

- You are expected to come to class having *already read the material* to be discussed for that day.
- We cover a lot of material in this class – **PLEASE ASK QUESTIONS**. I do not mind clarifying information, and quite likely, others are wondering the same thing. *I want you to understand the material. I am happy to meet with you outside of class to help your understanding.* Don't flounder out there alone becoming more and more frustrated. Ask me so we can get you back to full production 😊.
- If you must be absent from class, *please obtain class notes and assignments from one of your classmates*. Class information is presented at the time appointed on the syllabus. You signed up to take this class at the time indicated. This means that you agree to attend class at the time indicated, to obtain the information necessary for you to pass this class.

**Cell phones, laptops and other electronic devices:** Cell phones should be turned **off** during class. If you must answer a call, please step outside the room so you won't disturb the students around you.

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It is permissible to use laptops/computers for note taking during class lectures/discussions, but not during exams. It is considered rude and unprofessional behavior to use the computer for other than taking notes during lecture/discussion periods. Use of the Internet, checking emails or social media sites, playing computer games or other non-class related activities during class, means you are not “present” for the class and therefore you will be marked as absent, losing participation/attendance points.

**Grading.** I generally have your graded assignments back to you within 7 days. Your grades are based on the common grading scale:

**LC State Grading Scale**

Letter	Percentage	Letter	Percentage
A	93 - 100	A-	90 - 92.99
B+	87 - 89.99	B	83 - 86.99
B-	80 - 82.99	C+	77 - 79.99
C	73 - 76.99	C-	70 - 72.99
D+	67 - 69.99	D	60 - 66.99
F	Below 60		

Because this is an upper-division course, mid-term grades will **not** be posted. The [Canvas](#) “Grades” link shows your cumulative percentage (less your participation points, which will only bolster your grade once they are added at the end of the semester).

To calculate your grade at any point in the semester:

1. Add all of your graded scores together from the [Canvas](#) “Grades” link
2. Add all of the possible points for each assignment together
3. Divide your total points earned (#1 above), by the total points possible (#2 above)

**Workload - What is a credit hour?** For a typical LCSC semester, 1 credit hour is the equivalent of one 50-60 minute direct faculty instruction and 2 hours of out-of-class student homework/study time, for approximately 15 weeks. Therefore, 3 credit hours corresponds to approximately 6 hours of student work per week (From LC Policy #2.127).

[Expectations of Students in the Justice Studies Major](#)

1. The ability to think critically about major issues relating to justice studies
2. An understanding of human behavior, social control, cultural differences, and concerns for minority groups with regard to criminal justice
3. Proficiency in the use of verbal and written communication skills
4. Basic competencies in conceptualizing, conducting, interpreting, and evaluating research in the field of criminal justice
5. An understanding of criminal and juvenile justice, criminology, law enforcement, adjudication, and corrections
6. First-hand experience in the theoretical and practical applications of justice studies

[Expectations of Students in the Psychology major](#)

1. A broad knowledge of developmental psychology

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2. An appropriate undergraduate level of knowledge of statistics
3. A broad knowledge of social psychology
4. A broad knowledge of abnormal psychology
5. Produce original research using valid research methodologies

**Student Decorum** - The best learning occurs in an environment of respect. Please remember that this is a professional program and in addition to class content, you are expected to learn and exhibit professional behavior towards one another. This includes respectfully receiving feedback from instructors, administrators, supervisors, etc.

Students may not always understand or agree with the instructor's evaluation of their work. If you would like to approach me with a genuine interest in how you can improve your work, I am happy to spend as much time as you need helping you do that. Conversely, please understand that ill-mannered confrontations (either in person, over the phone, through e-mails, etc.) will **not** be tolerated or responded to by this instructor. You will find similar responses by employers and co-workers when you become part of the professional workforce, so it is best to develop your professional persona now. College is a particularly stressful, albeit rewarding event in your life. Should you need assistance with managing your stress, you can [contact an LC Counselor](#).

### **CODE OF CONDUCT**

You are expected to participate in classroom discussions and conduct yourself in a professional manner. Private discussions with other students, passing notes, reading newspapers, disruptive eating, sleeping, and persistently arriving late or leaving early constitute inappropriate classroom behavior. If you demonstrate such behavior you will be verbally warned in class to cease. If you persist in disruptive or distracting behavior, formal action, in accordance with LCSC policy, will be taken.

From the [LCSC Student Handbook, Code of Conduct regarding Academic Dishonesty](#):

Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding. Academic Dishonesty includes:

- a) **Cheating**—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term "academic exercise" includes all forms of work submitted for credit hours.
- b) **Fabrication**—intentional and/or unauthorized falsification or invention of any information or the source of any information in an academic exercise
- c) **Collusion facilitating academic dishonesty**—intentionally or knowingly helping or attempting to help another to commit an act of Academic Dishonesty
- d) **Plagiarism**—the deliberate adoption or reproduction of ideas or words or statement of another person as one's own without acknowledgment

Any form of academic dishonesty can result in an F on the assignment, an F in the class, academic suspension, and/or academic dismissal. **Do your own work**.

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### **LCSC Student E-Mail Account**

According to college policy, your LC student e-mail account is the only e-mail we can use to communicate with you. We send you important information in e-mails that must be viewed in a timely manner. **Please check your e-mail regularly!** Another simple option is putting a forward on your LCMail to an account that you check more regularly. To do this:

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

**IT Issues** (WarriorWeb), LCSC email account) email [helpdesk@lcsc.edu](mailto:helpdesk@lcsc.edu) or call **1-888-527-2445**.

For issues with Canvas you can call the LC Canvas Help Center at **1-855-671-6899** or visit the [E-Learning Student Resources website](#).

### **Accessibility Services**

In compliance with the Americans with Disabilities Act of 1990 and Section 504/508 of the Rehabilitation Act of 1973, Lewis-Clark State College provides services and accommodations to students who experience barriers in the educational setting due to learning, emotional/psychiatric, physical, visual, or hearing disabilities. For more information, please contact [Accessibility Services](#). Their email is [accessibilityservices@lcsc.edu](mailto:accessibilityservices@lcsc.edu), phone: 208-792-2677. Please also let your instructor know of any special needs you may have to achieve a successful learning environment.