



## Syllabus

### **SCHOOL OF EDUCATION AND LEADERSHIP** **RESR 621: Qualitative Research Methods**

3 Credits  
Effective: Spring 2018/2019

*Access to the Internet is required.*  
*All written assignments must be in Microsoft-Word-compatible formats.*  
*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **FACULTY**

Faculty Name:

Contact Information

## **COURSE DESCRIPTION**

Several types of qualitative methods of data collection will be covered in this course, including various types of interviews, content analysis and case studies. Students will be able to evaluate different methodologies for validity and reliability as well as to determine which is/are most appropriate for different types of research questions.

## **COURSE RESOURCES**

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## **CITYU LEARNING GOALS**

This course supports the following City University learning goals:

- Critical thinking and information literacy

## **COURSE OUTCOMES**

In this course, learners:

- Analyze qualitative data and create a research report from the data.
- Evaluate different qualitative strategies examining underpinnings, data collection methods, and methods of analysis.
- Generate a research proposal by aligning the topic to research questions then the research questions to the appropriate methodological strategy.

## **CORE CONCEPTS, KNOWLEDGE, AND SKILLS**

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Methodological Evaluation	10%
Mini Study Proposal	20%
Research Paper	30%
Instructor Determined Assignments	40%
<b>TOTAL</b>	<b>100%</b>

## SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

### Methodological Evaluation

Students will choose two qualitative genres (e.g., Ethnography, Grounded Theory, Phenomenology, Narrative Inquiry, Participatory Action Research, Case Study, etc.) and evaluate how those genres would be used to examine a topic of the student's choice.

The paper should include four parts:

- (a) An introduction (1-3 paragraphs) – Describe the genres you will examine and the selected topic.
- (b) A brief literature review on the topic (1-3 paragraphs) – Provide a bit of background on the topic, including how it is usually studied (i.e., what genres or approaches are typically used), and what current research says on the topic (i.e., what do we already know about the topic).
- (c) In table format, address how each methodological framework would be used to examine the topic in a theoretical study. Be sure to include detailed responses to the following (the bolded words should be the columns in your table for each genre):
  - The **philosophical underpinnings** of the methodology and how it aligns (or doesn't) with the theoretical study.
  - **Three research questions** suitable for the given genre on the topic of study. Remember research questions are not interview questions.
  - The **data collection methods** that would be used by your genre to study your topic.
  - The **methods and means of analysis** for this genre on your topic.
  - The **forms of representation** and/or presentation of the results for the study suitable to your selected genre on the topic.
- (d) A discussion/conclusion (1-3 paragraphs) – Based on your table, describe which genre you think is best suited for the topic and why.

The evaluation will be double-spaced (except for the table, which can be single-spaced), 12 point Times New Roman font, and follow APA writing conventions. A minimum of four (4) peer-reviewed, academic resources should be included in this paper.

<i>Components</i>	<i>% of Grade</i>
Topic/Framework Overview	20%
Frameworks (table)	30%
Topic/Framework Analysis	20%
Writing and Organization	20%
References and APA	10%
<b>TOTAL</b>	<b>100%</b>

### Mini Study Proposal

Using information from the SIA, students will pick one or more of their classmates to be the subjects of a mini study. Students will select a topic their classmate has experience in (not just book knowledge). The topics could be a hobby (model trains), a career (Banker), or a life experience (change of career).

From that topic, students will begin to develop a mini study proposal for the final study they will complete at the end of class. The mini study proposal should include seven parts:

- (a) an introduction;
- (b) the topic of interest chosen from their classmate (use a pseudonym for the classmate);
- (c) a summary of the research they can find on the topic;
- (d) three (3) research questions that can help the student gather the information they want to know about the topic;
- (e) identification of a single qualitative framework that will best answer those questions;
- (f) possible ethical issues and how they will be mitigated;
- (g) a conclusion.

The paper will be 5-7 pages (1750 to 2450 words), double-spaced, 12 point Times New Roman, and follow APA writing conventions. A minimum of three (3) peer-reviewed, academic resources should be included in this paper.

<i>Components</i>	<i>% of Grade</i>
References and APA	10%
Writing and Organization	20%
Topic Selection	25%
Research Questions	10%
Methodology	25%
Ethical Issues	10%
<b>TOTAL</b>	<b>100%</b>

### Research Paper

The final project is a paper analyzing the results of the mini study.

Part One: Using the research questions developed in the mini study, students will create interview questions, interview their participant(s), transcribe the interview(s), and analyze the data as appropriate to the qualitative framework chosen.

Part Two: Students will write up the results of their mini study. The research paper will include five (5) parts: (a) the introduction - present the topic and research questions created in the Mini Study assignment; (b) the methodology - describe the methodological strategy used in the study, in detail; (c) the findings - present the data collected and the analysis of the data; (d) the discussion - discuss the analysis describing

how it answers your research questions, how it relates to the topic, and any limitations of the study; (e) conclusion. This paper should be 10-15 pages (3500 to 5250 words), double-spaced, 12 point Times New Roman font, and follow APA writing conventions. A minimum of ten (10) peer-reviewed, academic resources should be included in this paper. Include with the paper: the interview questions used, a copy of the transcribed interview with coding, and the analysis of the coding.

<i>Components</i>	<i>% of Grade</i>
Research Proposal	40%
Interview Questions	10%
Analysis	20%
Writing and Organization	20%
References and APA	10%
<b>TOTAL</b>	<b>100%</b>

### Instructor Determined Assignments

Class participation through discussion activities is an integral part of this course. To provide structure for balanced participation and allow maximum benefit of enhanced discussion activities and learning, the following is required: (a) responses to discussion questions are posted within the first three (3) days of the online school week (the online school week starts on Monday 12:01 am and ends Sunday at 12:00 am PST.); (b) at least one scholarly resource cited in APA format supports the response; (c) at least three thoughtful and topic-relevant comments, questions, or research notes are posted in response to posts by classmates during the online school week; and (d) any questions the instructor posts regarding the original post are responded to by the end of the online school week.

<i>Components</i>	<i>% of Grade</i>
Quality of Response Posts	40%
Quality of Initial Posts	40%
References and APA	20%
<b>TOTAL</b>	<b>100%</b>

## **COURSE POLICIES**

### **Late Assignments**

LATE ASSIGNMENT

### **Participation**

PARTICIPATION

### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

### **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person

behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

### **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **SUPPORT SERVICES**

### **Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

### **Smarthinking Tutoring**

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.