

**THE UNIVERSITY OF LETHBRIDGE**  
**FACULTY OF HEALTH SCIENCES**  
**HLSC 5400 – ADVANCED QUALITATIVE METHODOLOGY**  
**Course Syllabus – Spring, 2014**  
**Tuesdays, 9:25 a.m. – 12:05 p.m., Room M3003**

**Professor:** Judith C. Kulig, RN, PhD  
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**COURSE DESCRIPTION:**

Seminar readings and discussion will focus on scientific methodological approaches commonly applied within the qualitative research domain. Philosophical, theoretical, and analytical aspects related to major qualitative methods/approaches such as biography, grounded theory, ethnography, phenomenology, narrative inquiry, and case study will be addressed.

**COURSE OBJECTIVES:**

Upon completion of this course, the student will be able to:

1. Identify the appropriate use of qualitative research designs;
2. Understand the rationale and the major principles underlying qualitative inquiry;
3. Describe the basic tenants of the most common qualitative methods;
4. Implement qualitative data collection and analysis procedures;
5. Identify ethical considerations for qualitative research; and,
6. Identify knowledge translation principles within qualitative research.

This course is designed as a graduate seminar. While some classes will be structured, the intent is to learn from each other's experiences and research examples. You are expected to come to class prepared to discuss specific topics that are outlined in the class schedule. In addition, you are expected to share reading resources with your colleagues.

**REQUIRED TEXTS:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Liamputtong, P. (2013). *Qualitative research methods* (4th ed.). Australia & New Zealand: Oxford University Press.

Maxwell, J.A. (2013). *Qualitative research design: an interactive approach* (3<sup>rd</sup> ed.) Thousand Oaks, CA: Sage.

## RECOMMENDED TEXTS:

- Braun, V. & Clarke, V. (2013). *Successful qualitative research: a practical guide for beginners*. Thousand Oaks, CA: Sage.
- Creswell, J. (2013). *Qualitative inquiry & research design: Choosing among five approaches*. (3<sup>rd</sup> edition). Thousand Oaks, CA: Sage.
- Machi, L.A. & McEvoy, B.T. (2012). *The literature review: six steps to success* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

**There are many additional resources that students are encouraged to access. Once you choose a specific qualitative design, you would benefit from choosing one or two books that specifically address that design in detail. Here are some examples of additional resources for you to consider:**

- Bryman, A., Teevan, J.J. & Bell, E. (2012). *Social research methods* (3<sup>rd</sup> Canadian edition). Don Mills, ON: Oxford University Press.
- Denzin, N.K., & Lincoln, Y.S. (Eds.). (2011). *The Sage handbook of qualitative research* (4<sup>th</sup> edition). Thousand Oaks, CA: Sage.

## PARTICIPATION/READINGS/ARTICLES:

The success of this course is very dependent upon **student participation** during class time as well as in preparation for the course. The nature of the material to be explored in this course requires dynamic interaction among all members of the class in order to maximize learning opportunities. Students are expected to attend class prepared to participate in the topics under discussion, to engage in course and class activities, and to offer and accept constructive feedback in a spirit of respect and collaboration. In addition, students must read beyond the required textbooks. It will be beneficial for your own learning and that of your colleagues to locate, read and bring to class these additional articles/chapters to discuss. The readings selected will vary according to each student's substantive area, method(s) of interest, and discipline. Journals that may be of interest include: *Qualitative Health Research*, *Symbolic Interactionism*, *Qualitative Inquiry*, *Sociology of Health & Illness*, *Medical Anthropology Quarterly*, *Forum: Qualitative Social Research*, *International Journal of Qualitative Studies in Education*, and *Journal of Contemporary Ethnography*.

## ASSIGNMENTS:

There are **five** assignments to be completed during this course. Please note that there is a turnitin site for the course for you to upload and review any discrepancies before the final copy is submitted to Moodle. Assignments are due at the beginning of the class unless otherwise stated or agreed upon by all students.

<b>Assignment</b>	<b>Grade Percentage</b>	<b>Due Date</b>
1. Pre-View	10%	January 21, 2014
2. Oral Presentation	15%	Throughout the semester; see Class Schedule (students will sign-up for this activity)
3. Qualitative In-depth Interview	25%	February 25, 2014
4. Data Analysis Exercise	25%	April 1, 2014
5. Final Written Assignment	25%	April 22, 2014

### **ASSIGNMENT DESCRIPTIONS:**

**The assignments follow three phases of the process through which you will pass during this course:**

#### **Phase I: "Thinking"**

##### **Assignment #1 – Qualitative Research: Pre-View**

Characteristically, adult learners possess extensive skills, knowledge, and life experiences that enable them to deal with new learning situations. With your current level of understanding, and in your own words, tell us about your understanding of qualitative research. You are encouraged to be innovative and creative with your presentation. Some questions that may stimulate your thinking about this topic include, but are not limited, to the following ideas: Qualitative Research: What is it? What does it aim to do? What excites you about this type of inquiry? What is the relationship between philosophy, the research question(s), and method? How does one decide which method to use? How is qualitative research different from quantitative research? What are its advantages and limitations? What ideas and experiences might you bring to this research paradigm? What sources of data might you gather (go ahead, be creative!)? How would you use such data? How does one make sense of qualitative data? Who is best suited to do qualitative research? How is scientific rigor established in qualitative research? What questions do you have in relation to qualitative inquiry?

This assignment will be self-evaluated. Each student will submit to the professor a mark out of 10, along with supporting rationale.

***Worth: 10%***

***Due: January 21, 2014 at 0925 AM***

## Assignment #2: Oral Presentation

Being a graduate student requires the development of a number of skills, including the ability to articulate and debate ideas in an oral format. You will likely have located several articles related to your research that have been inspiring, thought provoking or debatable. The purpose of this oral assignment, to be completed individually, is to provide you with the opportunity to discuss a topic, issue or idea related to qualitative research design, data collection, data analysis or dissemination (including knowledge translation) that intrigues you. The choice is yours: you may decide to discuss a particular topic (e.g., methodological differences between existing phenomenology designs) or a particular issue (e.g., the use of theoretical frameworks in qualitative research).

In order to successfully complete this assignment you need to:

1. Identify your idea and post a **brief (5 sentence) overview of your idea and two relevant peer-reviewed references two weeks** before your discussion on the Moodle site (by 0925 AM two weeks before your presentation).
2. Lead the class in a 20 minute discussion about your idea using the two articles you posted and any other materials you have found. Please do not use power points. Engage your audience in the discussion using other means or where your creativity leads you.
3. End with a summary of your major points and incorporate the main ideas raised by the class participants.

*Worth: 15%*

*Due: (in class; see schedule)*

### Phase II: “Doing”

#### Assignment #3 – Qualitative Interview, Transcription, Field Notes, & Analysis Exercise

The major objective of this assignment is for you to conduct and transcribe a research interview, prepare a set of field notes, and conduct a preliminary analysis of the data.

Interviewing – Each student will conduct a 20-minute interview with a self-selected individual who voluntarily agrees to participate. It is important that you and the interviewee collectively decide upon an interview topic well in advance of the interview. In preparation for the interview, each student is required to prepare an informed consent form and interview guide to be submitted in the written presentation.

In terms of the interview, you will need to create a communicative environment so that the interviewee is able to talk about the topic. Ideally, the ‘other’ does most of the talking and you do most of the listening. As Patton so aptly says, the art of interviewing lies in the ability of the interviewer to engage the other person – to “enter the other person’s perspective,” (i.e., to hear about the other person’s experience in his/her own words using his/her own frame of reference). You are reminded to think about a strategy for conducting the interview: How will you attend

to the environment? How will you introduce the interview topic? How will you explain the interview style and what you expect from the interviewee? What is your opening question (one you think is likely to prompt 'thick description')? What is your backup plan? What kind of prompts can you prepare for yourself to ensure that your questions are open (rather than closed), simple (rather than complex), clear (rather than ambiguous), and neutral (rather than judgmental)? How might you use non-verbal cues to indicate interest and relevance?

Field Notes (pre- and post-interview) – Prior to the interview, prepare a field note recording: your thoughts, beliefs, ideas, and feelings prior to the interview, strategies used in creating an optimal environment for the interview, your approach to the topic area, rationale for your interview strategy, as well as your expectations for the interview. Also, please note any reflections or nuances that arise for you before or during the interview. Following the interview, prepare another field note documenting your observations during the interview (i.e., participant observation) and your impressions about the interview content and process. Again, use this field note to reflect on your experience.

Transcription - Prepare a verbatim transcription of the interview as soon as possible following the interview. Include in the transcription, all utterances (including the mms, aha, etc.) of both speakers. Strive to reproduce the content and process of the interview as closely as possible. Please include a legend documenting the symbols that you used (e.g., ( ) to indicate an inaudible utterance) throughout the transcript. Please submit the analyzed version of your cleaned transcript.

Analysis – Analyze the interview as a “speech event,” paying particular attention to your performance as the interviewer. Consider addressing the following points:

- Did you accomplish what you intended?
- Who did most of the talking?
- Did the topic change?
- How was the topic explained?
- Did you interrupt?
- Did you use probes?
- What type of questions did you use?
- What about the other ‘utterances’ that were used?
- How would you characterize the rapport that was established?
- What did you do to ensure that ‘thick description’ was obtained?
- How did you approach data analysis?
- What surprised you in terms of conducting the interview?
- Is there anything that you would change if you were to conduct a subsequent interview?
- What was your greatest learning?

Prepare a written analysis related to your interview experience (not to exceed 6 typed pages, using **Times New Roman 12-point font**). In addition, appendices may be used.

Please submit for grading the following documents/items: a brief statement regarding your responses to being an interviewer, the cleaned and analyzed version of the verbatim transcript, the taped interview, a written analysis of the interview you conducted, an interview guideline, an informed consent form, as well as the two field notes.

*Worth: 20%*

*Due: February 18, 2014 at 0925 AM*

#### **Assignment #4 – Data Analysis Exercise**

The major objective of this assignment is for you to analyze an existing database (interview transcripts and demographic information). There are different components of this assignment as noted below.

You are expected to analyze a data base manually and through the use of a computer data analysis system (NVIVO). Working with a fellow student, you are expected to establish inter-rater reliability in relation to your analysis.

1. When analyzing the database manually, identify the particular analysis method that you have chosen and provide rationale for your choice. Provide examples of categories/themes that you generated and provide examples from the interview transcripts to support your analysis. Reflect on the connection between the demographic information and the categories/themes that you developed.
2. When analyzing the data base with the computer program, identify the “process” you used to conduct the analysis. This includes importing the data set and then printing off “evidence” from your time spent analyzing online, as well as a reflection of the process and your activities. For example, in NVIVO you can complete inter-rater reliability within the Report section (Node Structure Report) and then print off the sample sheet. You can also print off the node structure showing examples of your coding. A tutorial is available for all students to complete and begin to gain comfort with NVIVO; free access to NVIVO will be arranged within the Faculty of Health Sciences.
3. With a fellow student (pairs to be determined), conduct an inter-rater reliability of both types of analyses; write up this process including the results.
4. Compare the two techniques of data analysis: What are the advantages and disadvantages of each? Which method did you feel most comfortable with? Which method “fit” best with the design that you anticipate using? Was the inter-rater reliability for the manual analysis and computer program analysis comparable? If not, why not? Reflect on how it went—how hard or easy was it? What did you like about data analysis and what did you dislike? What would you do differently next time?

Prepare a written assignment that reflects your answers and discussion related to the above questions. You are expected to include references from a variety of sources to support your rationale for choice of data analysis methods, inter-rater reliability, and reflections on the use of computers for qualitative data analysis and reflections on your experiences in this process. Any

print-offs, diagrams or examples of analysis are to be attached as appendices and referred to in the body of the assignment.

*Worth: 25%*

*Due: April 1, 2014 at 0925 AM*

*Length: 10 pages maximum (not including references or appendices)*

### **Phase III: "Putting it All Together"**

**Assignment #5: Final Written Assignment:**

**There are two choices in this assignment. If you are using a qualitative design or mixed methods, you are expected to prepare a Design Chapter (see below Option #1). If you will be using a quantitative design, you may choose Option #2, which is the preparation of a paper on an issue related to qualitative research. Either way, the assignment is a substantial one and will require significant time and effort.**

#### **Option #1: Design Chapter Assignment**

The purpose of this assignment, to be completed individually, is to start you thinking about the methodological characteristics and implications of a qualitative design you think you may employ in your thesis proposal. This written assignment will be developed as if it is your design chapter for your proposal, and ultimately for your thesis. In collaboration with your supervisor, it is expected that you will have already identified your area of interest and the type of population that would comprise your sample.

The following elements are expected to be a part of this assignment:

1. Identification of your research question and conceptual/theoretical background:
  - a. Specifically note your research question and include an argument for addressing it
2. Identification of the specific design followed by detailed discussion of the following:
  - a. Philosophical stance,
  - b. Theoretical/conceptual framework related to your question and/or your design,
  - c. Personal situatedness,
  - d. Description of design and rationale for its use,
  - e. Setting (location, support from stakeholders, knowledge of the system/community/population), and
  - f. Sample (step-by-step description of: gaining access to research site, recruitment strategies, sampling approach used and why, numbers [and justification], inclusion/exclusion criteria, and process of obtaining informed consent and by whom).

3. Data collection (details of each strategy resulting in specific kinds of data)
  - a. Data management.
4. Data analysis (specific steps according to design chosen to show that you know what to do with the data once you have collected it. Data management with computer programs is only a small part of analysis).
  - a. Rigor: State criteria/standards/processes you will use and why. Specifically describe how each criterion/standard/processes will be addressed.
  - b. Ethical issues and necessary forms including consents and demographic information sheets.
5. Knowledge Translation
6. References
7. Appendices may include: letter of invitation, posters for recruitment, consent forms, confidentiality forms, demographic information sheets, and timeline.

### **Option #2: Qualitative Research Topic**

The purpose of this assignment, to be completed individually, is to provide you with the opportunity to articulate your ideas related to an identified issue within the larger topic of qualitative research. You may decide to write about a specific design and the issues surrounding it or about a particular commonality across qualitative research (e.g., differences and similarities between different types of data analysis). Regardless what you choose, you need to address the following:

1. A clear purpose for the assignment which includes articulating your identified issue or idea.
2. Inclusion of relevant scholarly literature that is broad in scope and presents different aspects about the topic. Critique of the literature is required.
3. Evidence of your decision making about the issue. In other words, adequate and relevant literature would be included as well as evidence of your decision-making process with your stance on the topic. For example, you may want to conclude that method X for data analysis is more appropriate than method Y.
4. Appendices may be included if necessary (e.g., tables, figures).

**For both options:**

***Worth: 25%***

***Due: April 22, 2014 at 2355 PM***

***Length: 20 pages maximum (not including references and appendices)***

## GENERAL GUIDELINES FOR ASSIGNMENTS:

All assignments submitted for evaluation are the original work of the individual student. Using the work of others without appropriate recognition (citation) constitutes the academic offence of plagiarism (see University of Lethbridge 2012-2013 Calendar, Part 4 for current academic regulations and student discipline policies).

All papers will be written in accordance with the Publication Manual of the American Psychological Association (sixth edition, 2010). Include a title page, reference list, and appendices (if needed). Please be sure to familiarize yourself with the format, particularly with regard to citations, abbreviations, headings, and use of quotations.

As per Faculty of Health Sciences policy, the grades of late assignments will be reduced by 5% per day, unless extenuating circumstances have been discussed with the professor prior to the due date.

## POLICY STATEMENTS:

The course syllabus acts as an agreement between the student and professor of this class regarding the details of the course. The details listed may be changed only with the unanimous written consent of the class members.

The University of Lethbridge is committed to the highest standards of academic integrity and honesty. Our institution is committed to providing an environment of equality and respect for all people within the university community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all.

The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation, and ethnic backgrounds.

## GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

A+ : 4.0	95 - 100%	C+ : 2.3	71 - 74.9%
A : 4.0	91 - 94.9%	C : 2.0	67 - 70.9%
A- : 3.7	87 - 90.9%	C- : 1.7	63 - 66.9%
B+ : 3.3	83 - 86.9%	D+ : 1.3	59 - 62.9%
B : 3.0	79 - 82.9%	D : 1.0	55 - 58.9%
B- : 2.7	75 - 78.9%	F : 0	0 - 54.9%

**PLAGIARISM STATEMENT:**

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

**ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:**

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least **\*two weeks\*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

**COMMUNICATION:**

Students must use their **University of Lethbridge e-mail address** and include a subject line when communicating with faculty members. The content messages of both e-mail and voice mail must be delivered in a professional manner.

**COPYRIGHT STATEMENT:**

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website ([www.uleth.ca/copyright](http://www.uleth.ca/copyright)) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor ([copyright@uleth.ca](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

### TENTATIVE CLASS SCHEDULE

Please note that additional readings will be posted on Moodle

<i>Date</i>	<i>Topic</i>	<i>Required Reading/Activity</i>
January 14, 2014	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Introduction</li> </ul>	<p><b>Liamputtong, Chapter 1 (up to sampling)</b>  <b>Maxwell, Chapter 1</b>  <b>Posted on Moodle:</b> Dees, M., Vernooij-Dassen, M., Dekkers, W., Elwyn, G., Vissers, K. &amp; van Weel, C. (2012). Perspectives of decision-making in requests for euthanasia: A qualitative research among patients, relatives and treating patients in the Netherlands. <i>Palliative Medicine</i>, 27(1), 27-37.</p> <p>Creswell, Chapter 2</p>
January 21, 2014	<p><b>*Assignment #1 Due – Pre-View</b></p> <ul style="list-style-type: none"> <li>• “Thinking Qualitatively”</li> <li>•</li> </ul>	<p><b>Maxwell, Chapter 2, 3</b>  Creswell, Chapter 3</p>
January 28, 2014	<ul style="list-style-type: none"> <li>• The “What” of the Research Study</li> <li>• Philosophical Orientation</li> <li>• Conceptual/Theoretical Frameworks</li> <li>• Literature Review and Critique</li> <li>• Constructing an Argument</li> <li>• Developing Research Questions</li> <li>• <b>Guest Speaker</b></li> </ul>	<p><b>Maxwell, Chapter 4</b>  Creswell, Chapter 6</p>
February 4, 2014	<p><b>The “How” of the Research Study</b></p> <ul style="list-style-type: none"> <li>• Qualitative Research Designs: major tenets</li> <li>• The Setting and Sample</li> <li>• Gaining Entry to the Research Setting</li> <li>• Data Collection (Interviewing, Focus Groups, Documents, Photos, Participant Observation, etc.)</li> <li>• Data Sources: Field Notes, Journals, etc.</li> </ul>	<p><b>Liamputtong, Chapters 1 (i.e., sampling), 2 (i.e., rigor), 3 (for in-depth interviewing preparation), 4, 5 &amp; 6 – 11 (choose one chapter), 15</b>  <b>Maxwell, Chapter 5</b>  Creswell, Chapter 4, 5, 7</p>

<i>Date</i>	<i>Topic</i>	<i>Required Reading/Activity</i>
February 11, 2014	<b>Completion of Above Topics plus:</b> <ul style="list-style-type: none"> <li>• Reflexive Questions; Triangulated Inquiry</li> <li>• Scientific Rigor</li> <li>• Ethics &amp; Qualitative Research</li> </ul>	<b>Liamputtong, Chapter 2 (i.e., ethics), 16</b> <a href="http://tcps2core.ca/welcome">http://tcps2core.ca/welcome</a> <b>Click on TCPS2: and review as necessary modules 1-8.</b> <b>Maxwell, Chapter 6</b> <b>Posted on Moodle:</b> <ol style="list-style-type: none"> <li>1. Cooper, C. &amp; Yarbrough, S. (2010). Tell me—show me: Using combined focus group and photovoice methods to gain understanding of health issues in rural Guatemala. <i>Qualitative Health Research</i>, 20(5), 644-653.</li> <li>2. Ochieng, B., (2010). “You know what I mean:” The ethical and methodological dilemmas and challenges for Black researchers interviewing Black families. <i>Qualitative Health Research</i>, 20(12), 1725-1735.</li> </ol> <b>Creswell, Chapter 10</b>
February 18, 2014	<b>READING WEEK (no class)</b>	
February 25, 2014	<ul style="list-style-type: none"> <li>• <b>Assignment # 3 Due – Qualitative Interview</b></li> <li>• Data management</li> <li>• Computer Assisted Data Analysis (<b>Guest speaker: Peter Kellett</b>)</li> </ul>	<b>Liamputtong, Chapter 12</b> <b>Creswell, Chapter 8</b>
March 4, 2014	<ul style="list-style-type: none"> <li>• Coding Data</li> <li>• Data Analysis Strategies</li> <li>• <b>Two Student-Led Discussions</b></li> </ul>	Posted on Moodle: Vaismoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. <i>Nursing and Health Sciences</i> , 15, 398-405.
March 11, 2014	<ul style="list-style-type: none"> <li>• Data Analysis cont.</li> <li>• <b>Two Student-Led Discussions</b></li> </ul>	
March 18, 2014	<ul style="list-style-type: none"> <li>• Data Analysis cont.</li> <li>• <b>Two Student-Led Discussions</b></li> </ul>	
March 25, 2014	<ul style="list-style-type: none"> <li>• Data Analysis cont.</li> <li>• <b>Two Student-Led Discussions</b></li> </ul>	
April 1, 2014	<ul style="list-style-type: none"> <li>• <b>Assignment #4 Due – Data Analysis Exercise</b></li> <li>• Writing up the Findings</li> <li>• Tentative Guest Speaker</li> </ul>	<b>Liamputtong, Chapters 14</b> <b>Creswell, Chapter 9, 11</b>

<i>Date</i>	<i>Topic</i>	<i>Required Reading/Activity</i>
April 8, 2014	<ul style="list-style-type: none"> <li>• KT and Qualitative Research</li> <li>• <b>Two Student-Led Discussions</b></li> </ul>	Posted on Moodle: Jansson, S., Benoit, C., Casey, L., Phillips, R., & Burns, D. (2010). In for the long haul: Knowledge translation between academic and nonprofit organizations. <i>Qualitative Health Research</i> , 20(1), 131-143.
April 15, 2014	<ul style="list-style-type: none"> <li>• Qualitative Research Proposals</li> <li>• Group determined topics</li> <li>• Course Wrap-up</li> </ul>	<b>Liamputtong, Chapter 13, 18</b> <b>Maxwell, Chapter 7</b>
April 22, 2014	<ul style="list-style-type: none"> <li>• <b>Assignment #5 Due – Final Paper</b></li> </ul>	

**Marking Guide**  
**Qualitative In-depth Interview**

Item	Expectation	Present?
Qualitative Interview (8)	<ul style="list-style-type: none"> <li>• All components of assignment completed and presented in written format as per course syllabus</li> <li>• Development of ideas, arguments and conclusions represent in depth understanding of the interview process</li> </ul>	
Presentation of Interview Documentation (10)	<ul style="list-style-type: none"> <li>• Statement regarding the interview experience included</li> <li>• Verbatim interview cleaned prior to submission</li> <li>• Written analysis of the interview as a speech event provided</li> <li>• Interview guideline developed and submitted</li> <li>• Informed consent form developed and submitted</li> <li>• Reflective and reflexive fieldnotes prepared</li> </ul>	
Expression of Ideas (2)	<ul style="list-style-type: none"> <li>• Grammar, spelling and overall written expression demonstrate excellence</li> <li>• Development of ideas, arguments, and conclusions represents creativity and scholarly work</li> <li>• Correct use of APA format</li> <li>• Within page limit</li> </ul>	

Total: /20

Comments:

**Marking Guide**  
**Student-Led Discussion**

Item	Expectation	Present?
Depth of Discussion (10)	<ul style="list-style-type: none"> <li>• Thorough presentation of key concepts, assumptions and philosophical perspectives in relation to the posed questions.</li> <li>• Development of ideas, arguments and conclusions represent an in-depth understanding of the issue.</li> <li>• Superb summary of how your questions are addressed through the readings and discussion and the implications for conducting your proposed research study.</li> <li>• Knowledge base of presenter clearly demonstrated.</li> <li>• Suitable range of references noted in the discussion.</li> <li>• Critical appraisal of the references evident.</li> <li>• Summary incorporates comments made by your colleagues.</li> </ul>	
Discussion Style (5)	<ul style="list-style-type: none"> <li>• Issue and references posed on time</li> <li>• Appropriate length of time for topic discussion</li> <li>• Discussion style highlighted and enhanced the topic</li> <li>• Used effective methods to actively engage colleagues; addresses questions from the audience in an appropriate manner that stimulates further thought</li> <li>• Correct use of APA format</li> </ul>	

Total: /15

Comments:

**Marking Guide**  
**Data Analysis Exercise**

Item	Expectation	Present?
<b>Organization and development of paper (5)</b>	<ul style="list-style-type: none"> <li>• The purpose is clearly stated</li> <li>• Flow of ideas is exceptional</li> <li>• Excellent organization &amp; use of headings; material flows naturally from one section to another</li> <li>• Thoughtful, concise conclusion related to overall quality of article/study</li> </ul>	
<b>Discussion of Analysis (18)</b>	<ul style="list-style-type: none"> <li>• All required components (see description of assignment within the course outline) are included at a depth demonstrating mastery</li> <li>• Evidence of solid, in-depth understanding of qualitative data analysis—identification of specific type of data analysis with appropriate references</li> <li>• Assignment is and balanced between “by hand” and “by computer” analysis processes &amp; discussion</li> <li>• Discussion of inter-rater reliability is helpful in understanding the data analysis process and results—speculate why there were differences (if there were any) and describe/write about how you address the differences</li> <li>• Appropriate appendices are included and noted in the body of the assignment</li> <li>• Presentation of strengths and weaknesses of “by hand” and “by computer” analysis</li> <li>• Clear examples and/or rationale provided to support statements related to discussing the qualitative analysis process and results</li> <li>• Recommendations for one’s own future data analysis processes are included</li> </ul>	
<b>Expression of Ideas (2)</b>	<ul style="list-style-type: none"> <li>• Grammar, spelling and overall written expression demonstrate excellence</li> <li>• Development of ideas, arguments and conclusions represents creativity and exceptional depth</li> <li>• Correct use of APA format</li> <li>• Incorporates a broad range of significant scholarly references</li> </ul>	

Total: /25

Comments:

**Marking Guide**  
**Option #1: Research Design Chapter**

<b>Item</b>	<b>Expectation</b>	<b>Present?</b>
<b>Organization and development of paper (4)</b>	<ul style="list-style-type: none"> <li>• The purpose is clearly stated</li> <li>• Flow of ideas is exceptional--excellent organization &amp; use of headings; material flows naturally from one section to another</li> <li>• Thoughtful, concise conclusion related to the design</li> <li>• Development of ideas, arguments and conclusions represents creativity and exceptional depth</li> <li>• Strong conclusion</li> </ul>	
<b>Critical Analysis (18)</b>	<ul style="list-style-type: none"> <li>• All required components (see discussion in course assignment description) are included at a depth demonstrating mastery--assignment is therefore comprehensive in nature</li> <li>• Evidence of solid, in-depth understanding of the qualitative research design</li> <li>• Balanced presentation of strengths and weaknesses of the design</li> <li>• Clear examples and/or rationale provided to support statements regarding the choice and discussion of the design</li> <li>• Practical plans regarding data collection &amp; analysis are included</li> <li>• Appendices are included and appropriate—reference made to appendices in the body of the chapter</li> </ul>	
<b>Expression of Ideas (3)</b>	<ul style="list-style-type: none"> <li>• Grammar, spelling and overall written expression demonstrate excellence</li> <li>• Correct use of APA format</li> <li>• Both direct and indirect quotations used in significant ways and incorporated powerfully within text</li> <li>• Incorporates an exceptionally broad range of significant scholarly references</li> </ul>	

Total: /25

Comments:

**Marking Guide**  
**Option #2: Qualitative Research Topic**

<b>Item</b>	<b>Expectation</b>	<b>Present?</b>
<b>Organization and development of paper (4)</b>	<ul style="list-style-type: none"> <li>• The purpose is clearly stated</li> <li>• Flow of ideas is exceptional--excellent organization &amp; use of headings; material flows naturally from one section to another</li> <li>• Thoughtful, concise conclusion related to the design</li> <li>• Development of ideas, arguments and conclusions represents creativity and exceptional depth</li> <li>• Strong conclusion</li> </ul>	
<b>Critical Analysis (18)</b>	<ul style="list-style-type: none"> <li>• All required components (see discussion in course assignment description) are included at a depth demonstrating mastery--assignment is therefore comprehensive in nature</li> <li>• Evidence of solid, in-depth understanding of the identified issue</li> <li>• Balanced presentation of debate and discussion from the literature</li> <li>• Decision-making is clear and articulate regarding assessment of the literature and/or rationale provided to support statements regarding the choice and discussion of the design</li> <li>• Appendices are included and appropriate—reference made to appendices in the body of the chapter</li> </ul>	
<b>Expression of Ideas (3)</b>	<ul style="list-style-type: none"> <li>• Grammar, spelling and overall written expression demonstrate excellence</li> <li>• Correct use of APA format</li> <li>• Both direct and indirect quotations used in significant ways and incorporated powerfully within text</li> <li>• Incorporates an exceptionally broad range of significant scholarly references</li> </ul>	

Total: /25

Comments: