

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2017</b>
<b>BHS 415</b>	<b>Qualitative Methods (Directed Study)</b>	<b>Prerequisite:</b> BHS 240 and SO 3XX
		<b>Credits:</b> 3

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Directed Study	<b>Instructor:</b>	Brianne M. Collins, M.Sc., PhD Candidate	<b>First day of classes:</b>	Wed., Jan 4, 2017
<b>Time:</b>	Directed Study	<b>Email:</b>	bcollins@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun, Jan. 15, 2017
<b>Room:</b>	Directed Study	<b>Phone:</b>	403-410-2000 ext. 6904	<b>Last day to request revised exam:</b>	Mon, Mar. 6, 2017
<b>Final Exam:</b>	No final exam	<b>Office:</b>	L2174	<b>Last day to withdraw from course:</b>	Fri, Mar. 17, 2017
		<b>Office Hours:</b>	Wednesdays, 11:30am-12:30pm, or by appt.	<b>Last day to apply for coursework extension:</b>	Mon, Mar. 29, 2017
				<b>Last day of classes:</b>	Tue, April 11, 2017

### Course Description

This seminar style course examines the basic techniques for collecting, interpreting, and presenting qualitative data, drawing on research methodologies in areas such as ethnography, grounded theory, case studies, interviews, and focus groups. Special emphasis is given to the epistemological and ontological undercurrents to qualitative research methodology, and “lived experience,” or the process of humans constructing meaning through social interaction.

### Expected Learning Outcomes

By the end of this course, students will have the skills and knowledge to be able to:

- Articulate the epistemological and ontological assumptions involved in qualitative research, especially with respect to the relationship between theory, method, and practice
- Collect data using a variety of qualitative methodologies
- Code, analyze, and interpret qualitative data
- Clearly communicate research findings

## Required Textbooks and Readings

Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London, UK: Sage.

In addition, the following readings will also be required, as per the course schedule below. Readings will be available from the library, available online, or circulated by email. It is your responsibility to locate and read the following sources *prior* to each class meeting.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.

Brown, B. (2006). Shame resilience theory: A grounded theory study on women and shame. *Families in Society*, 87(1), 43-52.

Denzin, N. K. (2017). Critical qualitative inquiry. *Qualitative Inquiry*, 23(1), 8-16.

Foucault, M. (). *Discipline and punish: The birth of the prison*. Translated from the French by Alan Sheridan. New York, NY: Vintage Books. [Chapter 3: Panopticon].

Gergen, K. J. (1998). The ordinary, the original and the believable in psychology's construction of the person. In B. Bayer and J. Shotter's (Eds.), *Reconstructing the Subject*. London: Sage. Available online from the following link: [http://www.swarthmore.edu/sites/default/files/assets/documents/kenneth-gergen/The\\_Ordinary\\_the\\_Original\\_and\\_the\\_Believable.pdf](http://www.swarthmore.edu/sites/default/files/assets/documents/kenneth-gergen/The_Ordinary_the_Original_and_the_Believable.pdf)

Grahame, P. R. (1998). Ethnography, institutions, and the problematic of the everyday world. *Human Studies*, 21, 347-360.

Harding, S. (2004). How standpoint methodology informs philosophy of social science. In S. N. Hesse-Biber & P. Leavy (Eds.), *Approaches to qualitative research: A reader on theory and practice* (pp. 62-80). New York, NY: Oxford University Press.

Holstein, J. A. (1988). Court ordered incompetence: Conversational organization in involuntary commitment hearings. *Social Problems*, 35(4), 458-473.

hooks, b. (2004). Culture to culture: Ethnography and cultural studies as critical intervention. In S. N. Hesse-Biber & P. Leavy (Eds.), *Approaches to qualitative research: A reader on theory and practice* (pp. 149-158). New York, NY: Oxford University Press.

Hussain, Z., & Griffiths, M. D. (2009). The attitudes, feelings, and experiences of online gamers: A qualitative analysis. *Cyber Psychology & Behavior*, 12(6), 747-753.

Miller, L. (2008). Chapter 13: Foucauldian constructionism. In J. A. Holstein & J. F. Gubrium (Eds.), *Handbook of Constructionist Research* (pp. 251-274). New York: The Guilford Press.

Pascoe, C. J. (2005). 'Dude, you're a fag': Adolescent masculinity and the fag discourse. *Sexualities*, 8(3), 329-346.

**Course Schedule**

As this course is a directed study course, we will meet five times (for four hours each time) throughout the semester according to the schedule below.

Week	Date	Topic	Readings
1	January 9	Initial Course Meeting & Discussion of Course Content	Syllabus
2	January 16	Introduction to Qualitative Research and Paradigms; Writing & Communicating Research  <i>Location: L2091</i>	<ul style="list-style-type: none"> <li>• Chapters 1-2, 12-13 in Braun and Clarke (2013)</li> <li>• Gergen (1998)</li> </ul>
3	January 23	---	---
4	January 30	---	---
5	February 6	Interviews and Textual Data Collection  Thematic Analysis  <i>Location: L2091</i>	<ul style="list-style-type: none"> <li>• Chapter 4, 6-7 in Braun and Clarke (2013)</li> <li>• Brown (2006)</li> <li>• Holstein (1988)</li> <li>• Braun and Clarke (2006)</li> <li>• Hussain and Griffiths (2009)</li> </ul>
6	February 13	---	---
7	February 20	<i>Family Day (No Classes)</i>	---
8	February 27	Critical Theory: Power, Privilege, and Feminism Guest: Dr. Colin Toffelmire  <i>Location: REll 118 (Residence building basement)</i>	<ul style="list-style-type: none"> <li>• Denzin (2017)</li> <li>• Foucault (1977)</li> <li>• Miller (2008)</li> <li>• hooks (2004)</li> <li>• Harding (2004)</li> <li>• Reading from Colin - TBA</li> </ul>
9	March 6	---	---
10	March 13	---	---

Week	Date	Topic	Readings
11	March 20	Ethnography Guest: Dr. Monetta Bailey  ARC Presentation Practice  <i>Location: L2091</i>	<ul style="list-style-type: none"> <li>• Grahame (1998)</li> <li>• Reading from Monetta TBA</li> <li>• Pascoe (2005)</li> </ul>
12	March 27	---	---
13	April 3	---	---
14	April 10	---	---

### Course Requirements

Requirement	Date/Deadline	% of Final Grade
Participation and Engagement	Ongoing	50%
Subjectivity Statement	March 6, 2017	10%
ARC Practice Presentation	March 20, 2017	15%
Thematic Analysis of a Transcript	April 3, 2017	25%
<b>TOTAL</b>		<b>100%</b>

#### Participation and Engagement (50%) – Assessed Throughout the Course

Given that this is an upper-level, seminar-style course, engagement with course material and students' abilities to articulate what they are reading and how they are thinking about the readings are of utmost importance. Students are expected to complete all readings and to demonstrate their comprehension and engagement with these readings at all course meetings. Both the quantity and quality of participation will be evaluated.

#### Subjectivity Statement (10%) – Due: By email on Monday, March 6 by 11:55pm

Students will develop a subjectivity statement as an exercise in reflexivity. Using a reflexivity worksheet as a starting point, students will reflect consider the ways in which their personal histories, political orientation, various positions of power and privilege impact their identity as researchers and the ways in which this shapes the research they conduct. The statement should be three pages (2.5 minimum, 3.5 maximum) not including title page and, if applicable, references. Formatting should strictly adhere to APA style (e.g., 1 inch margins, Times New Roman and 12 point font, double spacing, etc).

This assignment is to be submitted by email on Monday, March 6 by 11:55pm. In accordance with the 'Late Assignment Policy' provided below, assignments will lose 10% per day late.

**ARC Practice Presentation (15%) – Due: Presented in class on Monday, March 20, 2017**

As all of the students in this course are also enrolled in PS 495 (Independent Study in Psychology), students will practice their Ambrose Research Conference (ARC) presentation in class on Monday, March 20. The purpose of the practice presentation is to receive feedback and to facilitate a discussion of what constitutes high quality research presentations. Additional details and instructions will be provided in class.

**Thematic Analysis of Transcript (25%) – Due: By email on Monday, April 3, 2017 by 11:55pm**

As thematic analysis is a key area of focus in this course, students will practice their analysis skills by coding and analyzing a single transcript or portion of textual data from the research project they are conducting as part of PS 495. The thematic analysis assignment should be five pages (4 minimum, 6 maximum) not including title page and data excerpts. Formatting should strictly adhere to APA style (e.g., 1 inch margins, Times New Roman and 12 point font, double spacing, etc). Additional details and instructions will be provided in class.

This assignment is to be submitted by email on Monday, April 3 by 11:55pm. In accordance with the 'Late Assignment Policy' provided below, assignments will lose 10% per day late.

**Instructor Policies**

**Attendance Policy**

Students are expected to regularly attend lectures. Missing class regularly without adequate rationale will not only impact your ability to successfully complete the course, in extreme cases the instructor reserves the right to ask the student to withdraw from the course. Failure to attend classes regularly will also significantly impact your participation grade.

You are not required to inform the instructor if you miss a class, but you should coordinate with a friend in the class to obtain any notes and instructions missed. Failure to communicate with the instructor regarding multiple absences or extenuating circumstances severely limits your ability to receive any accommodation or leniency should the situation normally support such a solution.

**Late Assignment Policy**

Assignments/exams are considered late when they are submitted six or more minutes late on Moodle (i.e., 12:01am and beyond). Be sure to plan ahead for timely completion *and* give yourself ample time to upload your assignments to ensure there are no technical difficulties encountered at the last minute. In the case of extenuating circumstances, appropriate documentation (e.g., a doctor's note) must be provided in order to submit an assignment/exam past the deadline.

It is your responsibility to ensure all assignments can be opened for marking, so be sure to check your file(s) on an additional computer prior to submitting (you can also double-check once you have uploaded your assignment to Moodle). Consequently, any assignment that cannot be opened for marking (e.g., file error, corrupted file, format not as requested) will be marked as received. Thus, if the assignment cannot be opened, it will be considered as having no content and will be given a grade of 0. Alternatively, if the instructor is able to open the document, whatever is visible in the file will be marked as it is presented.

## Regrading Policy

Once your graded work has been returned to you, you have one week (i.e., 7 days) to submit a request for regrading. Regrading is not for negotiating a higher grade, but is intended to correct grading errors (e.g., miscalculation).

For work graded electronically, your request should be submitted by email to the instructor with a written request (in the body of the email) indicating why you are seeking regrading. For work graded by hand, you must resubmit the graded assignment and provide your rationale for your request on a separate sheet attached. In both instances, requests for regrading must indicate where and why you believe there was an error. Generic statements such as, but not limited to, “my explanation was close,” “I worked hard on this,” or “I deserve partial credit” are not considered adequate rationale for regrading. Failure to be respectful in your request will result in the immediate refusal of your request.

Please note, when work is submitted for regrading, the entire work will be subject to review, regardless of the rationale provided in the request. It is important to note that regrading may result in a lower grade, which will not be eligible for a second request for regrading.

## Electronic Communication Policy

Whenever possible, the instructor will respond to all emails within 48 hours during the week (Monday to Friday). In most cases, emails received on weekends will be responded to on Monday. Although the instructor may respond to occasional emails on a weekend, please remember that responses on the weekend cannot be guaranteed.

In addition, as email is not always a practical means to address questions or concerns regarding course content or requirements, the instructor may email students back with a request to meet to discuss the email in person.

When sending an email, please address the instructor by name (not ‘hey’ or with no salutation), keep your tone professional and respectful, and please end the email with your name. Failure to follow these guidelines may result in an email not being returned.

## Grade Summary

The available letters and percentages for course grades are as follows:

Letter Grade	Percentage	GPA	Description
A	96% and above	4.0	
A	91 – 95%	4.0	Excellent
A-	86 – 90%	3.7	
B+	82 – 85%	3.3	
B	75 – 81%	3.0	Good
B-	72 – 74%	2.7	
C+	68 – 71%	2.3	
C	63 – 67%	2.0	Satisfactory
C-	60 – 62%	1.7	
D+	56 – 59%	1.3	
D	50 – 55%	1.0	Minimal Pass
F	Below 50%		Failure

The BHS grading chart will be posted on Moodle to provide detailed information as to the quality of work needed to attain a given letter grade. Please note that it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examination is between two letter grades.

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

## Student Resources

### Accessibility and Support Services (formerly Learning Services)

The primary mission of Ambrose University's Accessibility and Support Services Centre is to assist students in achieving academic success. It accomplishes this through a wide variety of services and programs. Accessibility and Support Services are available to all students who wish to improve their academic skills and ability to learn, thereby maximizing their academic experience and allowing them to achieve greater academic performance and personal fulfillment. The centre also has as its mandate, the specific and complementary responsibility of providing support for students with learning and/or physical disabilities, and ensure for them equal academic opportunities.

#### What if I have a Learning Disability or think that I might have one?

If you are already diagnosed with a learning disability then we will work one-on-one with you. This could include any number of accommodations and is specific to each individual. If you are wondering if you do have a learning disability we can work with you to pursue testing and to try different strategies to see if it helps with the challenges you are encountering. It is important to remember that we cannot help you if you do not tell us you are experiencing difficulties. All information is kept confidential and any accommodations are handled discreetly.

#### What if I have a Physical Disability?

If you have a physical disability we will work with you to determine what we can do to help.

#### Contact Information

Feel free to drop in to room A2018, Monday through Friday from 8:30am to 4:30pm.

Contact by phone (403-410-2937) or email ([accessibility@ambrose.edu](mailto:accessibility@ambrose.edu)).

For more information, please visit: [https://ambrose.edu/student\\_life/learning-services](https://ambrose.edu/student_life/learning-services)

### Counselling Services

Confidential, personal, pastoral, and vocational counseling is available to all students through the Student Development Department. Ambrose substantially subsidizes counseling services; however, there is still a nominal fee of \$30 per appointment that will be charged to your student account at the end of each month, for each scheduled appointment. There is a \$75 fee that will be charged to your student account if you cancel or miss your appointment within 24 hours of your scheduled time. Under extenuating circumstances, if you need to change or cancel your appointment within the 24 hour period, contact Liz Jantzen ([ejantzen@ambrose.edu](mailto:ejantzen@ambrose.edu)).

#### How do I book an appointment?

Appointments can be booked online here: <https://my.ambrose.edu/content/counselling-services>.

To book in person visit Liz Jantzen in Student Development (room A2018, Monday through Friday from

8:30am to 4:30pm).

### Contact Information

For additional information, please visit: [https://ambrose.edu/student\\_life/counselling-services](https://ambrose.edu/student_life/counselling-services).

Drop by Student Development in room A2018 (Monday through Friday, 8:30am-4:30pm) and speak to Liz Jantzen if you have any additional questions or concerns.

## Ambrose University Academic Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.



### **Academic Integrity**

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

**Note:** Students are strongly advised to retain this syllabus for their records.