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**SOCL 202**

**QUALITATIVE METHODOLOGY**

Instructor: Dr. Sara Rizvi Jafree;

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Office Hours: **MWF** 11:00-1:00pm;

**TTh** 4-5pm (upon email coordination)

Prerequisite: None

Credit Hours: 03

Catalog Description:

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| This course aims to prepare students to undertake qualitative research. The theories underpinning qualitative methods of social research will be discussed along with strengths and limitations. The ethics and planning for qualitative research will also be studied, along with means to ensure trustworthiness and reliability. The course will use readings that describe methods and writings based on qualitative research. Students will carry out exercises that practice these methods such as open-ended interviewing through In-depth Interviews (IDIs) and Focus Group Discussions (FGDs), along with participant observation. |

**Student Learning Objectives**

At the end of the course, students will be able to:

1. Understand the basic steps in qualitative research.
2. Develop skills to carry out a qualitative research study independently
3. Gain knowledge about the understanding of qualitative data collection and analysis techniques
4. Develop skills to identify and formulate appropriate qualitative research questions and interview questions
5. Have the ability to conduct interviews and moderation skills to manage interviews and focus group discussions

**Course requirements**

Classes will be conducted in an interactive method with a learning environment aimed to invite discourse and discussion. Students must be prepared for pre-reading before classes and for surprise quizzes. This will be a paperless course and all presentations, course book, supplementary reading material will be uploaded on FCCU Moodle.

**Attendance**- 10% of the final grade reserved for overall attendance. Above 80% attendance is mandatory for eligibility to give the final exam. After three consecutive absences a formal application (email) is required to continue with the course.

**Quizzes and Essay Assignments-** 10% of the final grade will be reserved for quizzes and essay assignments. A week’s time will be given to students for preparation of both.

**Class Debates and Note-taking**- 5% of the final grade will be reserved for class debates and note-taking. Class debates will take place after each topic has been covered and it is expected that students will be taking notes in each class.

**Community Service Activity and Group Presentation-** 10% of the final grade will be allocated based on the community service activity and/or group presentation. Students will be allocated to a group, which will choose a community problem and then develop ideas for improvement and intervention based on research. Though a community service field trip will be planned, involving research and an intervention, the external visit may not always be possible due to unexpected holidays and safety or permission issues. In which case, the community service activity will involve only group research and a group presentation.

**Midterm and Final Exams**- 20% and 30% of the final grade will be reserved respectively for the midterm and final exams. The written examination will include a compulsory section with 5 short questions (Section A) and an essay section, requiring one essay to be answered only, with options from each topic covered (Section B). This however may be changed based on online mode of instruction to support students with a more convenient and fair assessment, e.g. an open book viva and/ or submission of an essay exam from home.

**Final Course Paper**- 20% of the final grade will be reserved for a compulsory course paper submission. Each student will have to submit an independent paper before the final exam for this course. The final course paper will include development of a qualitative research question(s); a literature review; a open-ended questionnaire; in-class data collection; analysis of results; and a conclusion.

The final paper will be uploaded by each student on Moodle. Turnitin will be used to identify a similarity index.

**Final Course Paper Presentations**- 10% of the final grade will be reserved for class presentations. Presentations will be of the final course paper in power point. The week for presentations will be 2 weeks before the final exam. These presentations aim to develop student communication skills and also prepare them for healthy feedback and incorporation of improvements in their final submission.

**A summary of the breakdown of the final grade is as follows:**

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| --- | --- |
| Item | Grade Percentage |
| Attendance | 10% |
| 4 Quizzes | 5% |
| 3 Written assignments | 5% |
| Class Debate | 2% |
| Note-taking | 3% |
| Community Service Activity/ Group Presentation | 10% |
| Midterm Exam | 20% |
| Final Course Paper (E Submission on Moodle Turnitin) | 10% |
| Presentation of Course Paper | 5% |
| Final Exam | 30% |
|  | ***100%*** |

**Academic Integrity and Plagiarism Policy**

Students must write their assignments in their own words after a careful academic literature review. Whenever students take an idea from another author, they must acknowledge this by using quotation marks where appropriate and by proper referencing through APA citations. Plagiarism is a major scholastic offence and for the Department of Sociology FCCU, it is defined as:

“Plagiarism, or literary theft, is defined as appropriating the literary composition of another person, including parts, passages, or language of the writing, and passing off the appropriate material as one’s own. Plagiarism is the failure to give proper credit or citation to one’s sources of information. It includes the failure to use conventional methods of documentation for material quoted or paraphrased. Additionally, plagiarism includes allowing someone else to compose or rewrite an assignment for a student.”

***Please refer to university policy for more information. If plagiarism is observed disciplinary action will be taken.***

**Essay Guidelines (APA formatting)**

One class will be dedicated and material will be uploaded on Moodle for guidance on:

- Conducting an academic literature review

- Avoiding plagiarism

- Following APA guidelines for formatting of paper, in-text citation and end of paper referencing

All essays submitted from home and the final course paper must follow APA standards of academic writing and include academic references. For a quick guide to APA formatting, please visit: <http://www.lib.usm.edu/index.php?id=81>

Templates will be provided (on Moodle) to students for:

- Undergraduate Academic Essays

- Literature Review

- Final Course Paper

**Policies for Assignment Deadlines, Absences for Quizzes/ Exams, &**

Students must submit all their work on the given time. A mandatory written explanation is needed for acceptance of late submission or request for repeat quizzes/ exams.

Students are responsible for staying up to date with all assignments and lectures. As all material will be uploaded on Moodle, students are accepted to catch up on their own when they are absent for a class and also to visit the instructor during office hours for assistance as early as possible.

Students are also expected to spend time for study of this course outside class equivalent to the in-class time.

**Text and Course Readings:**

The following E-book will be assigned for reading:

Qualitative Research Methods for the Social Sciences, Lune & Berg, Pearson Education Limited 2017

**Weekly Course Coverage-**

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| --- | --- | --- |
| **Week/**  **Topic** | **Reading** | **Broad Coverage** |
| Week 1 |  |  |
| Class Orientation;  Introduction to Qualitative Research | Chapter 1 | - Differentiate between qualitative and quantitative methods in research.    Describe how the triangulation methodology is used in research.  Analyze the general purpose of qualitative data.  Examine symbolic interactionism as a school of thought of the social sciences. |
| Week 2 |  |  |
| Designing Qualitative Research | Chapter 2 | Evaluate the applicability of theory and concepts in qualitative research.    Explain how research progresses from the original idea.  Describe the importance of authentic literature in research.  Describe the process of operationally defining a concept.  Recognize the importance of advance planning before beginning the data collection process.  Recognize why research fails at times |
| Week 3 |  |  |
| Ethical issues in Qualitative Research | Chapter 3 | Explain why questionable research practices involving humans signaled the need for regulation.  Determine how informed consent and implied consent are obtained in research.  Outline how confidentiality and anonymity are maintained in research. |
| Week 4 |  |  |
| In-depth interviews | Chapter 4 | Recognize techniques for conducting a successful interview.  Explain why interviews can only give us perspectives of events.  Differentiate between the three forms of interview structures.  Identify the considerations in the design of an interview structure.  Outline the steps of developing interview guidelines. |
| Week 5 |  |  |
| Focus Group Discussions | Chapter 5 | List the basic elements of a focus group interview.    Describe the activities performed by the research moderators.  Explain how moderators use the nonverbal data collection cues.  Evaluate the effectiveness of using focus group techniques in research.  Identify the challenges of assigning subjects to different groups according to conceptual categories. |
| Week 6 |  |  |
| Ethnographic Field Strategies | Chapter 6 | Describe some of the problems associated with accessing research locales.  Identify the pros and cons of conducting research invisibly.  Recall the importance of planning for watching, listening, and learning in ethnographic research.  Explain how ethnographic research data is analyzed.  Examine how typologies, sociograms, and metaphors are used in studying ethnographic research data.  Analyze the relevance of reflexivity as used in ethnography && overall strengths/ limitations of ethnography |
| **Mid-term Exam** | | |
| Week 8 |  |  |
| Participatory Action Research | Chapter 7 | Describe the three basic phases of the action research process.  Identify how the researcher partners with the research population to get the research questions.  Explain why the research stakeholders need to be involved in the data-collection processes.  Describe the process of analyzing and interpreting the information gathered in research. |
| Week 9 |  |  |
| Secondary data and unobtrusive measures in research | Chapter 8 | Examine how the versatility and range of archival data serve the research purpose.  Contrast the erosion measures with the accretion measures of data sources.  State the advantages of unobtrusive measures in research.  Identify reasons as to why unobtrusive research measures may fail. |
| Week 10 |  |  |
| Social Historical Research & Oral Traditions | Chapter 9 | Describe the techniques of historical research and analysis.  Recall the primary, secondary, or tertiary sources of data as used by social  historians.  Outline the procedure of choosing the sources of historical data.  Explain how oral history serves as a source of research data |
| Week 11 |  |  |
| Case Studies | Chapter 10 | Determine how to select the most effective  case study approach.  Relate the case study approach to theory  building and theory testing.  Explain how interview data and personal  documents aid research.  Classify three types of case studies. |
| Week 12 |  |  |
| Content Analysis | Chapter 11 | Explain how content analysis techniques are conducted.  Describe the three major approaches to qualitative data analysis.  Examine how content analysis is used in research.  Analyze how the communication components are used in research.  Examine the link between content analysis and discourse analysis.  Recall the four basic guidelines of conducting open coding.  Examine the process of using coding frames in content analysis.  A session on NVIVO (EXTRA CLASS) |
| Week 13 |  |  |
| Writing Qualitative Results | Chapter 12 | Relate the identification of the research purpose to the identification of the research question.  Illustrate the contents of the typical sections of a research paper.  Identify common terms and language for things related to publications.  Recognize the importance of making the research writing interesting.  List the common mistakes made by students while writing research papers. |
| Week 14-16 |  |  |
| Small Qual Research project (in class)- Final Course Paper  Presentations and Revision |  | Designing our own qualitative research and drafting questions  Designing open ended questionnaire and collecting in class data  Analyzing the data  Writing the report with a LR and discussion/ conclusion section.    PowerPoint Presentations for **course paper**  -Final submission of **course paper**  ***-Revision and Q&A session for finals*** |
| **Final Exams** | | |

FCCU faculty and the courses you study are committed to promoting FCCU essential core values, which exemplify the FCCU motto, “By love, serve one another.” You are advised to read the core values (1. Integrity; 2. Excellence; 3. Respect; 4. Discipline & Accountability; 5. Fairness and Justice; 6. Service; and 7. Community) and other rules and policies of your university in detail for strict adherence:

<https://www.fccollege.edu.pk/wp-content/uploads/2012/09/Final-intermediate-handbook-2012-1.pdf>