Welcome to Qualitative Research Methods! This course will introduce you to the theory and practice of qualitative sociological research. While we will be reading about, discussing and practicing qualitative research we will also be conducting a small research project through the 13 weeks of the course. This will allow you to learn through experiencing posing and answering a research question in a rigorous and ethical framework as well as disseminating the findings to academic and public audiences.

There are two main approaches to research: qualitative and quantitative. In quantitative research, we are looking to find the facts about a situation. (e.g. What learning technologies support the most student learning?) In qualitative research, such as in this course, we engage with small samples of people through interviews, focus groups or other methods to understand the meanings these people attribute to their experiences. (e.g. What meaning do students give to university learning?)

**Learning Outcomes**

By the end of the course, you will be able to:

1. Distinguish between qualitative research findings and personal opinions.
2. Explain the historical development of qualitative research.
3. Engage with, and take a position on, ethical issues in qualitative research.
4. Briefly describe the major approaches to qualitative research.
5. Identify how power is implicated and reproduced in research.
6. Identify and describe the major steps in a qualitative research project.
7. Design and conduct a small research project, from posing a research question to disseminating the findings.
8. Use reflection to improve your qualitative research skills.
9. Demonstrate life and employment skills learned such as planning, problem solving, and active listening.

**COURSE READINGS**

The textbook chapters listed each week are required readings. Our textbook is available at Haven Books, 43 Seneca Street, Ottawa. (Corner of Sunnyside Ave.)


There is also one or two supplementary readings for each week. These are not required reading but will be of interest in deepening your understanding of the theoretical aspects of the week’s topic. Credit for reading these will be given in the participation grade. As well, citing these articles in the exams will be given credit. These supplementary readings are available through ARES (Accessed through cuLearn).

**COURSE ACTIVITIES AND EVALUATION**

**Overview**
We will do both individual and team work to support you in your learning. The textbook and supplementary readings will provide the theoretical framing for our work, while the classroom will be a laboratory for experiential approaches. Each class will include participatory activities that will either directly or indirectly contribute to your mark in the course, as well as building the elements of our research project. Your attendance and participation in class will be necessary to your individual and team success.

Our class research project in this iteration of the course will explore the millennial label and its implications for how young people see themselves. The research question is, “What does the millennial label mean to young people studying at Carleton?” We will ask this question of other Carleton undergraduate students, reporting out to the Carleton community at the end of the term on our findings. This project will involve three steps. In the first step, you will conduct and transcribe a 5-minute-long interview (due in week 5). We will compile all the interview responses in class in week 7. In the second step you will do a short analysis of the responses to one question (due in week 8). In the final step, you will work in small teams to do further analysis, write up and present your research findings to the Carleton community. An analysis and dissemination plan (due week 9) will ensure you are on the right track. Multiple presentation modes are possible (e.g. meeting with a student organization, doing a radio interview, creating an on-line presence, “tabling” in the University Centre and speaking to students directly). The group work is designed so that (depending on the choices made by the group) much of the planning could be completed in class time. Mid-term and final examinations will support you to integrate the more theoretical aspects of the course learning outcomes, and a mark will be assigned to recognize participation.
Submissions

<table>
<thead>
<tr>
<th>Submit</th>
<th>Assignment</th>
<th>Worth</th>
<th>Due</th>
<th>Date</th>
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<tbody>
<tr>
<td>Paper copy</td>
<td>A. Student confidentiality form (paper copy)</td>
<td>2%</td>
<td>Week 3</td>
<td>Sept 19</td>
</tr>
<tr>
<td>Paper copy</td>
<td>B. Interviewee consent form (paper copy)</td>
<td>3%</td>
<td>Week 5</td>
<td>Oct. 3</td>
</tr>
<tr>
<td>cuLearn</td>
<td>C. Interview transcript</td>
<td>5%</td>
<td>Week 5</td>
<td>Oct. 3</td>
</tr>
<tr>
<td>cuLearn</td>
<td>Mid-term exam</td>
<td>20%</td>
<td>Week 6</td>
<td>Oct. 10</td>
</tr>
<tr>
<td>cuLearn</td>
<td>Class Research Project, Step 2: Data analysis (individual)</td>
<td>8%</td>
<td>Week 8</td>
<td>Oct. 31</td>
</tr>
<tr>
<td>cuLearn</td>
<td>A. Analysis and dissemination plan</td>
<td>8%</td>
<td>Week 9</td>
<td>Nov. 7</td>
</tr>
<tr>
<td>In class</td>
<td>B. Meeting project launch target date</td>
<td>2%</td>
<td>Week 11</td>
<td>Nov. 21</td>
</tr>
<tr>
<td>In class</td>
<td>C. Project and documentation</td>
<td>15%</td>
<td>Week 13</td>
<td>Dec. 5</td>
</tr>
<tr>
<td>In class</td>
<td>D. In-class sharing of projects (Team 3%; Ind. 2%)</td>
<td>5%</td>
<td>Week 13</td>
<td>Dec. 5</td>
</tr>
<tr>
<td>In class</td>
<td>In-class participation</td>
<td>12%</td>
<td>Weekly</td>
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<tr>
<td>Final Exam</td>
<td></td>
<td>20%</td>
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<td>TBA</td>
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Detailed assignment descriptions are posted on cuLearn and will be discussed in class. Late assignments will lose 2% per day unless an extension is approved by the instructor at least 48 hours before the deadline. Assignments will not be accepted more that 7 days after the deadline. If you have a question you can be assured that others do too! I encourage you to submit questions about assignments to the assignment discussion forum so everyone can see the response.

**WEEKLY SCHEDULE**

*Please note that we will reading some textbook chapters out of the order that they appear in the book in order to support our class research project.*

**Week 1: An Invitation to Qualitative Research**

*September 5, 2018*

By the end of the class you will be able to:
- Understand and take action on the activities and requirements of the course
- Articulate the difference between qualitative and quantitative research
- Understand the historical relationship of qualitative and quantitative research
- Identify the benefits of studying research methods (beyond doing research)
• Explain the class research project that we will undertake this term

In class work on our research project:
  o Considering the research question
  o Discussion of possible themes

Reference document:

Week 2: Approaches to Qualitative Research
September 12, 2018
Reading for this class: Textbook, chapters 1 and 2
Supplementary reading:

By the end of this class you will be able to:
• Explain the major approaches to qualitative research
• Articulate how power is implicated in knowledge creation
• Identify perspectives in the presentation of research
• Know where our research project fits among the approaches to qualitative research

In class work on our research project:
  o Creation of possible interview questions
  o Sign and submit confidentiality forms

Week 3: Research method – One-on-one Interviewing
September 19, 2018
Reading for this class: Textbook, chapter 5
Supplementary reading:

By the end of this class you will be able to:
• Create the materials to support a short one-on-one interview
• Design and conduct a short interview
• Discuss reflexivity and how it impacts on the interview

In class work on our research project:
  o Finalize interview questions
  o Create interview guide
  o Practice interviews

Due: Signed confidentiality forms, hard copy in class
Week 4: The Ethics of Social Research

September 26, 2018

Reading for this class: Textbook, chapter 4

Supplementary reading:


By the end of this class you will be able to:

- Articulate the importance of ethics and the ethical dilemmas facing social researchers
- Discuss the role of research ethics boards at universities
- Present several historical examples of research that was unethical in its design and application
- Name the ways in which research participants are currently protected

In class work on our research project:

- The ethics form for our class research project
- Practice interviewing

Between classes: Conduct a 4 to 5-minute-long interview and transcribe it.

Week 5: Designing Qualitative Approaches to Research

October 3, 2018

Reading for this class: Textbook, chapter 3

Supplementary reading:


By the end of this class you will be able to:

- Name the major steps in a qualitative research project
- Design a small qualitative research project
- Discuss the limitations of “objectivity” in data analysis

In class work on our research project:

- Form project teams
- Design our class research project
- Introduction of steps 2 and 3 of research project

Due: Interview transcript and signed interviewee consent form

- Submit transcript on cuLearn
- Submit hard copy signed consent form from interviewee in class or SOAN dropbox. (Do not scan or submit electronically.)

Week 6: Mid-Term Exam

October 10, 2018

Week 7: Data analysis and Representation of Qualitative Research

October 17, 2018

Reading for this class: Textbook, chapter 11 and 12

Supplementary reading:

By the end of this class you will be able to:

- Define qualitative data analysis
- Identify the steps in data analysis
- Identify and write a short analysis of a theme from research data
- Create a knowledge dissemination plan for research findings

In class work on our research project:
- Input transcription data electronically into research project in class *(Bring your computer)*
- Analysis of our data

Fall Reading Week – No class
*October 24, 2018*

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**Week 8: Research Method - Focus Group Research**

*October 31, 2018*

**Reading for this class:** Textbook, chapter 6

**Supplementary reading:**

By the end of this class you will be able to:

- Define and describe a focus group interview
- Identify the strengths and weaknesses of this approach to qualitative research
- Design a focus group interview

In class work on our research project:
- Issue analysis
- Dissemination plan

**Due:** Analysis of data from one interview question, individual submit on cuLearn

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**Week 9: Research method - Ethnography**

*November 7, 2018*

**Reading for this class:** Textbook, chapter 7

**Supplementary reading:**

By the end of this class you will be able to:

- Define and describe ethnography
- Articulate when and why to use an ethnographic approach
- Identify the strengths and weaknesses of this approach to qualitative research
- Design a small ethnographic research project

In class work on our research project:
- Building knowledge dissemination project

**Due:** Data Analysis and Dissemination Plan, team submit on cuLearn

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Week 10: Research method - The Case Study

November 14, 2018
Reading for this class: Textbook, chapter 8

Supplementary reading:

By the end of this class you will be able to:
- Define and describe a case study
- Articulate when and why to use a case study approach
- Identify the strengths and weaknesses of this approach to qualitative research
- Design a small research project using a case study approach

Guest Speaker from career services: How to build your resume with the skills you are learning

In class work on our research project:
- Dissemination project

Week 11: Research method - Content Analysis: Images and texts

November 21, 2018
Reading for this class: Textbook, chapter 9

Supplementary reading:

By the end of this class you will be able to:
- Define and describe content analysis
- Articulate when and why to use content analysis
- Identify the strengths and weaknesses of this approach to qualitative research
- Design a small research project using content analysis

In class work on our research project:
- Dissemination project

Due: Dissemination Project Launch – document with a photo, time stamp, etc. (in class check).

Week 12: Research method - Mixed Methods Research and Skills Building

November 28, 2018
Reading for this class: Textbook, chapter 10

Supplementary reading:

By the end of this class you will be able to:
- Define and describe mixed methods approach
- Articulate when and why to use mixed methods
- Identify the strengths and weaknesses of this approach to qualitative research
- Design a small research project using mixed methods
In class work on our research project:
  - Dissemination project
  - Work on presentations for next week

**Week 13: Presenting our dissemination projects to each other**

*December 5, 2018*

By the end of this class you will be able to:

- Describe a range of approaches to knowledge dissemination
- Effectively prepare for final exam

**Due:** Dissemination Project Documentation, bring hard copy to class.
  In-class sharing of projects

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**Your Feedback About the Course**

If you have any suggestions about the course, they are helpful and are encouraged at any time, and will count towards your participation mark. You do not need to wait until the course evaluation. Feedback is much more useful if it happens DURING the course. I have incorporated a number of students’ suggestions in the past.

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**Course Requirements & Methods of Evaluation:**

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

- **A+** = 90-100
- **A** = 85-89
- **A -** = 80-84
- **B+** = 77-79
- **B** = 73-76
- **B -** = 70-72
- **C+** = 67-69
- **C** = 63-66
- **C -** = 60-62
- **D+** = 57-59
- **D** = 53-56
- **D -** = 50-52
- **F** = Below 50
- **WDN** = Withdrawn from the course
- **DEF** = Deferred

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**Academic Regulations, Accommodations, Plagiarism, Etc.**

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here:

http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:
Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable).

*The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Fall 2018 (December) exam period is November 9, 2018. The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Winter 2019 (April) exam period is March 15, 2019.

For Religious Obligations:
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Survivors of Sexual Violence
As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton’s Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities
Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

Plagiarism
Plagiarism is the passing off of someone else’s work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize
themselves with and follow the Carleton University Student Academic Integrity Policy (See https://carleton.ca/registrar/academic-integrity/). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

**What are the Penalties for Plagiarism?**
A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

**What are the Procedures?**
All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

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**Assistance for Students:**

Academic and Career Development Services: [http://carleton.ca/sacds/](http://carleton.ca/sacds/)

Writing Services: [http://www.carleton.ca/csas/writing-services/](http://www.carleton.ca/csas/writing-services/)

Peer Assisted Study Sessions (PASS): [https://carleton.ca/csas/group-support/pass/](https://carleton.ca/csas/group-support/pass/)

**Important Information:**

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](http://my.carleton.ca) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](http://my.carleton.ca).
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to
your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting https://students.carleton.ca/

Important Dates

Fall 2018

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 29</td>
<td>All Fall term syllabi must be posted</td>
</tr>
<tr>
<td>September 3</td>
<td>Labour Day – University Closed.</td>
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<tr>
<td>September 5</td>
<td>Classes start.</td>
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<tr>
<td>September 14-16</td>
<td>Summer term deferred examinations will be written.</td>
</tr>
<tr>
<td>September 19</td>
<td>Last day for registration and course changes in Fall and Fall/Winter courses.</td>
</tr>
<tr>
<td>September 30</td>
<td>Last day to withdraw from fall term and fall/winter courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN to appear on the official transcript.</td>
</tr>
<tr>
<td>October 5</td>
<td>December exam schedule available online.</td>
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<tr>
<td>October 8</td>
<td>Thanksgiving Day – University closed.</td>
</tr>
<tr>
<td>October 22-26</td>
<td>Fall break, no classes.</td>
</tr>
<tr>
<td>November 23</td>
<td>Last day for summative tests or final examinations, or formative tests or examinations totaling more than 15% of the final grade in Fall term courses before the official examination period.</td>
</tr>
<tr>
<td>December 7</td>
<td>Classes follow a Monday schedule.</td>
</tr>
<tr>
<td>December 9-21</td>
<td>December exams: Final examinations for Fall courses, mid-terms for Fall/Winter courses. Exams are normally held all seven days of the week.</td>
</tr>
<tr>
<td>December 21</td>
<td>All take-home exams are due except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for Fall term courses.</td>
</tr>
<tr>
<td>December 24</td>
<td>All Winter term syllabi must be posted</td>
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<tr>
<td>December 25-January 1</td>
<td>University closed</td>
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Winter 2019

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<th>Date</th>
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<tbody>
<tr>
<td>January 7</td>
<td>Winter term classes begin.</td>
</tr>
<tr>
<td>January 15</td>
<td>Deferred final assignments and/or take-home examinations for Fall Term 0.5 credit courses are due.</td>
</tr>
<tr>
<td>January 18</td>
<td>Last day for registration and course changes in Winter term classes.</td>
</tr>
<tr>
<td>January 18-20, 25-27</td>
<td>Fall term deferred examinations will be written.</td>
</tr>
<tr>
<td>January 31</td>
<td>Last day to withdraw from Winter term and Winter portion of Fall/Winter courses with full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN to appear on the official transcript.</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>February 15</td>
<td>April exam schedule available online.</td>
</tr>
<tr>
<td>February 18-22</td>
<td>Winter Break, classes suspended.</td>
</tr>
<tr>
<td>March 26</td>
<td>Last day for summative tests or final examinations, or formative tests or examinations totaling more than 15% of the final grade in Winter term courses before the official examination period.</td>
</tr>
<tr>
<td>April 9</td>
<td>Winter term ends. Last day of Fall/Winter and Winter term classes. Last day for academic withdrawal from Fall/Winter and Winter term courses. Last day for take-home examinations to be assigned (except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar). Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for Fall/Winter and Winter term courses.</td>
</tr>
<tr>
<td>April 12-27</td>
<td>Final Examinations for Winter and Fall/Winter courses. Exams are normally held all seven days of the week.</td>
</tr>
<tr>
<td>April 19-21</td>
<td>Statutory Holiday, University closed</td>
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<tr>
<td>April 27</td>
<td>All take-home examinations are due except those that conform to the academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar.</td>
</tr>
<tr>
<td>April 30</td>
<td>All summer term syllabi must be posted</td>
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