

University of North Texas at Dallas

Spring 2012

SYLLABUS

SOC 3240: Qualitative Data Collection 3Hrs

Department of	Sociology & Psychology	Division of	Liberal Arts & Life Sciences
Instructor Name:	Elizabeth (Beth) Fawcett, Ph.D., MPH		
Office Location:	Building 2, Room 325		
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Email Address:	elizabeth.fawcett@unt.edu		
Office Hours:	Mon & Wed: 8-9:30am, 12-1pm, 3:30-4:30pm, 5:30-6:30pm; and Fri: 9-11am and 1-3pm		
Classroom Location:	DAL2 101		
Class Meeting Days & Times:	Mondays and Wednesdays, 4:00pm-5:20pm		
Course Catalog Description:	Principles and procedures, sources of data, techniques of collection and analysis of qualitative data. Focus on how sociologists use face-to-face interviewing, participant observation, focus groups and other qualitative methods. Prerequisite(s): SOCI 1510 and advanced (junior or senior) standing. Required of all sociology majors.		
Required Text:	<p>Title: Qualitative Research Methods for the Social Sciences Author: Bruce L. Berg 7th edition or 8th edition</p> <p>*Note: if you have a different edition of the text please notify the professor to make sure that your text will satisfy the requirements of the course</p> <p>**All other reading material will be provided by the professor in advance either electronically or in hardcopy in class</p> <p>Readings:</p> <ul style="list-style-type: none"> • You are responsible for completing the readings for the day they are assigned and come to class prepared to discuss them. In the course syllabus the text Qualitative Research Methods is abbreviated as QRM 		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com		
Departmental Outcomes:	At the end of this course, the student will		
1	Be able to demonstrate critical thinking		
2	Identify assumptions underlying particular research methodologies		
3	Identify limitations in particular research methodologies		
4	Be familiar with sociological methodology		
5	Explain how empirical evidence contributes to sociological knowledge		
6	Formulate empirical research questions		
7	Identify materials, research, and data relevant to research questions		
8	Identify major methodological approaches and describe the general role of methods in building sociological knowledge		
9	Critically assesses empirical research of others		

10	Be able to identify the critical ethical issues in research such as confidentiality, informed consent, and minimization of risk to subjects
11	Be aware of various professional codes of research such as the code of ethics from the American Sociological Association
12	Be able to identify studies that illustrate the critical ethical issues in research
Course Goals or Overview:	
	This course aims at offering an introduction to qualitative research methods. Students will learn about the usefulness of qualitative research methods, the philosophical and theoretical underpinnings of this type of research, the various approaches and schools of thought, as well as about particular methodological techniques. This course will also help students learn how to construct their own qualitative research project. This involves developing a central problem statement, a research design, qualitative data collection method, and a type of qualitative data analysis strategy.
Learning Objectives/Outcomes: This course guides students	
1	To become familiar with the perspectives, characteristics, language and logic of qualitative research methods;
2	To understand the available techniques for designing a qualitative research study
3	To understand the available techniques for qualitative data analysis
4	To be able to recognize and assess quality and rigor in evaluating a qualitative research

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class.

Week	Date	Reading/Assignment	Topic
1	1/18		Introduction to course
2	1/23	Berg, Ch. 1	Qualitative Inquiry
	1/25		
3	1/30	Berg, Ch. 2	Designing Qualitative Research
	2/1		
4	2/6	Berg, Ch. 3 The Belmont Report: http://ohsr.od.nih.gov/guidelines/belmont.html Pruitt, Matthew V. 2008. Deviant Research: Deception, Male Internet Escorts, and Response Rates. <i>Deviant Behavior</i> 29:70-82.	Ethical Issues
	2/8		
5	2/13	Berg, Ch. 12	Reading & Writing Research Papers/Literature Reviews
	2/15	Doucet, Andrea. 2008. "From her side of the gossamer wall(s)": Reflexivity and Relational Knowing. <i>Qualitative Sociology</i> 31:73-87. Arendell, Terry. 1997. Reflections on the Researcher-Researched Relationship: A Woman Interviewing Men. <i>Qualitative Sociology</i> (20)3:341-368. Kay, Helen, Vivienne Cree, Kay Tisdale, and Jennifer Wallace. 2003. At the Edge: Negotiating Boundaries in Research with Children and Young People. <i>Forum: Qualitative Social Research</i> 4(2)	Reflexivity, Identity & Responsibility
6	2/20	Certificate of Completion due Berg, Ch. 6	Ethnographic Field Strategies

	2/22		
7	2/27	Berg, Ch. 4, 5 Noy, Darren. 2009. Setting up Targeted Research Interviews: A Primer for Students and New Interviewers. The Qualitative Report (14)3:454-465.	Gaining Entry, Building Rapport
	2/29		Interviewing
8	3/5		Continued
	3/7		Continued
9	3/12		Continued
	3/14	Midterm	
10	3/19	Spring Break	
	3/21		
11	3/26	Berg, Ch. 7 Brown, Phil. 1992. Popular Epidemiology and Toxic Waste Contamination: Lay and Professional Ways of Knowing. Journal of Health and Social Behavior 33:267-281.	Action Research
	3/28		
12	4/2	Berg, Ch.11 Field notes write-up and Interview write-up due	Content Analysis
	4/4		
13	4/9	Berg, Ch. 8	Unobtrusive Measures in Research
	4/11		
14	4/16	Berg, Ch. 9 Banks-Wallace, JoAnne. 2002. Talk that Talk: Storytelling and Analysis Rooted in African American Oral Tradition. Qualitative Health Research (12)3: 410-426.	Historiography and Oral Traditions
	4/18		
15	4/23	Berg, Ch. 10 Content Analysis due	Case Studies
	4/25		
16	4/30		Wrap-up
	5/2	Research Proposal due	
17	5/9	Final Exam	

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Assignments

There are 5 assignments. Students are expected to:

- 1) complete the NIH Online Training Course: Protecting Human Research Participants and turn in the certificate of completion (50 pts),
- 2) write a literature review (50 pts), (These are turned in early in the semester, but they will be counted in the grade for your research proposal).
- 3) collect field notes (50 pts),
- 4) conduct and write-up an interview (50 pts), and
- 5) conduct and write-up a content analysis exercise (50 pts).

Exams

There are 2 exams. Each exam is worth 100 points. Exams are multiple choice tests based on class lectures and readings.

Research Proposal

Students are expected to turn in a research proposal paper worth a total of 200 points. This paper requires that students design a qualitative research project (of their choosing). A detailed paper guide will be distributed in class. Paper should be typed, double-spaced, using 12pt font, one inch margins on all sides. Length should be no less than 10 pages, including the certificate of completion and the literature review, each worth 50 points.

Grading Matrix:

Instrument	Total	T
Assignments(3 @ 50pts each)	150	25
Exams (3 @ 100 pts each)	200	30
Research Proposal (Includes certificate of completion and lit review (200 pts))	200	10
Total:	550	65

Grade Determination:

<u>Grade</u>	<u>Percent</u>	<u>Points</u>
A	90-100%	493+
B	80-89%	438-492
C	70-79%	383-437
D	60-69%	328-382
F	Below 60%	≤ 327

A grade represents my best professional evaluation of a piece of work. It neither is, nor can be a judgment about the person who submitted the work.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

Students are expected to use APA style correctly and consistently in the format their papers. The library has The APA Style Guide on reference and numerous websites exist that explain this formatting style.

Note: No late papers will be accepted and no extensions will be given unless a legitimate excuse is received well before the due date. For illness or injury a doctor's note is required.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Note: If you come in late for an exam and another student has already turned in a completed exam, you cannot take the regular exam

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Classroom Policies

1. Since discussion is an essential part of this course please come to class prepared and on time.
2. Please turn off your cell phones and pagers. Please do not text during class. If you must take a call, please leave the classroom before answering the phone. If a cell phone is seen out on the desk, in a student's lap or in a student's hand during an exam, it will be considered cheating, and the student will receive a zero.
3. Do not come into class late or leave early.
4. You are responsible for tracking your own grade progress (see course requirements and grading scheme to help you keep track of available points). If you have questions about your grade come to office hours, make an appointment, or contact me via email. Do not make specific inquiries about your grade in class.
5. No late work will be accepted unless you have a valid documented excuse (documented illness or death in the family). **If you miss an assignment and you have a valid documented excuse notify me as soon as possible via phone or email so we can arrange a reasonable time for you to make up the missed assignment.**
6. All work must be turned in during class. I will not accept emailed work unless you have a valid documented excuse and I have previously agreed to receive it over email.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.