

Graduate Council Approval 11/18/04
College Council Approval 10/6/04

Southeast Missouri State University
Course Syllabus

Department of: Human Environmental Studies **Course No:** HE615

Title of Course: Qualitative Research Design **Revision:** _____

New: Fall 2004

I. Catalogue Description and Credit Hours of Course:

Introduction to qualitative research design including data collecting, recording, managing analysis. (3)

II. Prerequisite(s):

HE525, HE600 and CF630 or permission of the instructor

III. Purpose or Objectives of the Course:

- A. Compare qualitative and quantitative research designs and assumptions.
- B. Investigate and identify qualitative research genres
- C. Design sound, relevant conceptual framework support of qualitative research
- D. Identify and match data collection strategies to research questions
- E. Analyze qualitative data using a variety of methods
- F. Develop an appropriate thesis format to report findings
- G. Argue the merits of qualitative research

IV. Expectation of Students:

- A. Active participation in class discussions and activities.
- B. Satisfactory completion of all course assignments.
- C. Completion of thesis proposal
- D. Oral defense presentation of thesis proposal
- E. Satisfactory completion of mid semester and final exams
- F. Uphold the University's academic honesty policy.

V. Course Outline:

| | Hours |
|--------------------------------------------------|-------|
| A. Qualitative vs. Quantitative | 3 |
| 1. Qualitative research defined | |
| a. Eight characteristics of qualitative research | |
| b. Six rules of qualitative research | |
| c. Logic of qualitative methodology | |
| 2. Quantitative research defined | |
| a. Survey research | |
| b. Correlational research | |
| c. Experimental research | |
| d. Causal-comparative research | |
| 3. Qualitative Methods: Historical Overview | |
| a. Traditional applications | |
| b. Strategy selection/preference | |
| c. Role of politics and ethics | |
| B. Qualitative Research Genres | 6 |
| 1. Traditional verses postmodern | |
| 2. Typologies of qualitative research | |
| a. Constructivism | |
| b. Interpretism | |
| c. Critical Theory | |

- d. Feminism
 - e. Ethnic studies
 - f. Cultural studies
- C. Building Conceptual Framework 6
1. Topic
 2. Purpose
 3. Significance
 4. Posing research questions
 5. Limitations
 6. Literature review strategies
- D. Research Design 6
1. Setting, population, phenomena
 2. Selection samples, actions, events or processes
 3. Role of researcher
 4. Technical considerations
 5. Interpersonal considerations
- E. Data Collection Methods 14
1. Primary Methods
 - a. Participation - ethnographic; methods; semiotics methods
 - b. Observation-positivism, interactive
 - c. Interviewing
 - d. Document review
 2. Secondary Methods
 - a. Life history narrative inquiry
 - b. Historical review
 - c. Films, videos, photographs
 - d. Kinesics
 - e. Proxemics
 - f. Unobtrusive measurement
 - g. Questionnaires and surveys
 - h. Case study
 - i. Combining data collection methods
- F. Data Management and Analysis Methods 6
1. Validity and reliability
 2. Interpretation criteria for assessing interpretive validity

| | | |
|----|-------------------------------------------------------|----|
| 3. | Narrative content and semiotic analysis | |
| 4. | Organizing data and coding | |
| 5. | Emergent understanding | |
| 6. | Role of alternate explanation | |
| G. | Defending the Value and Logic of Qualitative Research | 4 |
| 1. | Criteria of Soundness | |
| 2. | Explicit details of design and methods | |
| 3. | Well grounded in scholarly context | |
| 4. | Relevance of research questions and data | |
| 5. | Educating a quantitative world | |
| | Total Hours | 45 |

VI. Textbook:

Marshall, C. and Rossman, G.B., 1999. Designing Qualitative Research, 3rd ed., California: SAGE Publishing

Reference texts

Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. California: SAGE Publishing Company

Denzin, N.K. and Lincoln, Y.S. (1998). *The Landscape of Qualitative Research*, 3rd ed., California: SAGE Publishing Company

Silverman, D. (2000). *Interpreting Qualitative Data*. California: SAGE Publishing Company

VII. Basics for Student Evaluation:

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|----|---------------------|-----|
| A. | Written Assignments | 10% |
| B. | Thesis Proposal | 45% |
| C. | Group Assignments | 10% |
| D. | Exams | 25% |
| E. | Quizzes | 10% |

The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each course.

