

ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA

COURSE SYLLABUS

Course Title Qualitative Research & Evaluation

Course Number R7035

Required Texts Holliday, A. (2002). *Doing and Writing Qualitative Research*. Thousand Oaks, CA: Sage Publications. ISBN: Paper 0-7619-6392-8

Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. Third Edition. Thousand Oaks, CA: Sage Publications. ISBN: Cloth 0-7619-1971-6

Course Description Qualitative Research & Evaluation explores the use of a range of qualitative research methods, such as interviewing and focus groups, and their relationship to evaluation methodology. The first part of the course concentrates on building an understanding of when to use qualitative research methods and various types of qualitative analysis. A number of genres of qualitative research are discussed including narrative studies, ethnography, and interpretative phenomenological analysis. The second part of the course links qualitative methods to their application as evaluation tools. The key difference between research and evaluation methodology is examined in the context of practical examples from counseling, community and health psychology.

Pre-requisite Knowledge or Courses Prior completion of R7031 is advised.

Course Objectives To provide an opportunity for students to develop;

- FAMILIARITY with a breadth of issues and concepts related to qualitative research methods.
- UNDERSTANDING of several types of qualitative data analysis and interpretation.
- ABILITY to differentiate between research and evaluation methodology.
- SKILLS in determining the use of appropriate qualitative research methods and analysis.
- COMPETENCY in the preparation of a psychology research proposal using qualitative evaluation methods.

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Methods of Instruction Online teaching and class participation.
 Assignment 1: Critical essay
 Assignment 2: Research proposal

Content Areas

Schedule

Week (Mondays)	Date	Module	Assignments
1	09/05/06	Module 1. Introduction to Qualitative Research	
2	09/11/06	Module 2. Qualitative Research – Interviewing 1	
3	09/18/06	Module 3. Qualitative Research – Interviewing 2	
4	09/25/06	Module 4. Qualitative Research – Ethnography	
5	10/02/06	Module 5. Qualitative Research – Focus Groups 1	
6	10/09/06	(Mod 5. continued) Focus Groups 2	
7	10/16/06	Module 7. Methodology & Evaluation	
8	10/23/06	Module 8. Introduction to Qualitative Research & Evaluation	Assignment 1 due
9	10/30/06	(Mod 8. continued)	
10	11/06/06	(Mod 8. continued)	
11	11/13/06	Module 10. Qualitative Research & Evaluation	
12	11/20/06	Module 11. Issues in Evaluation 1	
13	11/27/06	Module 12. Issues in Evaluation 2	
14	12/04/06	Module 12. Issues in Evaluation 3	Assignment 2 due
15	12/11/06	Summary	

Student Performance Evaluation Criteria and Procedures

Criteria for Online Class Participation

Grade	
A = 90+	Student actively participated in online discussions in >80% of sessions; nearly all comments were thought provoking and incorporated material from the assigned readings.
B = 80 – 89	Student actively participated in online discussions in >80% of sessions; most of the comments were thought provoking and incorporated material from the assigned readings.
C = 70 – 79	Student participated in online discussions in >70% of sessions; comments/questions demonstrate a surface level understanding of course topics.

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F = <70	Student participated in <70% of sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in online discussions.
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Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material. There is substantial evidence of understanding complex psychological concepts applied to qualitative research methods and evaluation, and critical reflection on literature and empirical research.
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate . There is some evidence of understanding complex psychological concepts applied to qualitative research methods and evaluation, and critical reflection on literature and empirical research.
C = 70 – 79	Insufficient number of references provided AND limited coverage. There is limited evidence of understanding complex psychological concepts applied to qualitative research methods and evaluation, and critical reflection on literature and empirical research.
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper not submitted. There is no evidence of understanding complex psychological concepts applied to qualitative research methods and evaluation or critical reflection on literature and empirical research.

Criteria for Research Proposal

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material. All the main sections of a psychology research proposal are included, and there is a clearly demonstrated understanding of research decisions and ethical issues.
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate . Most of the main sections of a psychology research proposal are included, and there is a demonstrated understanding of research decisions and ethical issues.
C = 70 – 79	Insufficient number of references provided AND limited coverage. Few of the main sections of a psychology research proposal are included, and only a demonstrated understanding of some research decisions and/or ethical issues.
F = <70	Paper is disorganized AND coverage is not adequate AND does not

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conform to APA format, or there is evidence of **plagiarism**, or paper not submitted. The main sections of a psychology research proposal are **not** addressed, and there is **no** demonstrated understanding of research decisions and/or ethical issues.

Grading

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
69 below	F

Academic Dishonesty/Plagiarism

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

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ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at 510-215-0277.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction.

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