



uOttawa

L'Université canadienne
Canada's university

CMN 3103 C

Qualitative Methods

Dr Peruvemba S. Jaya

Winter 2019

Class meets: Mondays 11:30 a.m. -1:00 p.m. and Thursdays 1:00 p.m. -2:30 p.m.

Class Room: DMS 1110

Contact Information:

Office Phone: 562-5800 (2538)

Office: Office: 11152 Desmarais Building

Office Hours: Mondays 2:00p.m.-4:00 p.m.or by appointment

Email: jperuvem@uottawa.ca

Course description:

Introduction to ethnography and other qualitative methods for understanding communication phenomena: participant observation, case studies and focus groups. Practical use of these methodologies.

Objectives:

This course is designed to provide students with basic knowledge and tools used in qualitative research. By the end of the course you should be able to:

1. Understand the strengths and weaknesses of basic qualitative research methods available to academics and practitioners.
2. Discuss the differences in the methods and uses of qualitative research
3. Understand how to design, plan and implement a qualitative research study.

There are a variety of assignments including group work, ongoing in-class class activities, and

exams. In groups, students will develop a presentation and a project on a specific qualitative methodology.

Format:

The format will be lectures as well as activities which may be cases exercises discussion based questions, appropriate for and depending on the methodology we are examining in class.

Required Text:

Berg, Bruce L. and Howard Lune. *Qualitative Research Methods for the Social Sciences*, 9/E. Pearson, 2017.

For e book: <http://catalogue.pearsoned.ca/educator/product/Qualitative-Research-Methods-for-the-Social-Sciences-Subscription-9E/9780134416199.page>

Expectations:

You are responsible for learning all the material that is in the text and from lectures, discussions and other activities in class. It is very important to read the relevant chapters of the text before the lectures. It is expected that students will take an active interest in participating in the class and thereby enhancing and improving the learning experience for everybody. Attendance of lectures and participation in all activities is very important for this course.

Evaluation

1. **Class activities:** could range from cases, other activities, which could be experiential exercises etc. (20%). These are meant as learning tools and not graded on a standard grading scheme, you will be evaluated and given one of the following evaluations: Excellent, Good, Satisfactory. Excellent: an assignment that answers the questions in a thoughtful manner, there are no spelling or writing errors and in addition, it makes useful points and is original, and relates to the material/concepts outlined. Good: Well written, no spelling errors and relates to concepts outlined. Satisfactory: Covers basic points and no major spelling errors.
2. **Exam#1.** There will be a midterm. (20%). Chapters 1-5
3. **Exam #2: Final Exam:** There will be a final exam; take home exam, chapters 6-11. (30%) due Apr 11, 2019. Exam questions will be made available about a week before that.
4. **Group presentation:** (10%). Please see later in this outline: this will be a summary of your group research project on the qualitative methodology you have chosen to work on.
5. **Final group paper:** (15%). Please see later in this outline.
6. **Class participation:** this is based on active participation and engagement in the class, asking pertinent and relevant questions during the lectures. It is subjective in that it is based on my evaluation and perception of your level of engagement and enthusiasm. (5%) **Useful link:** [The Qualitative Report](http://www.nova.edu/ssss/QR/web.html) (<http://www.nova.edu/ssss/QR/web.html>): An online journal and resource repository dedicated to qualitative research from Nova Southeastern University.

TENTATIVE OUTLINE OF COURSE SCHEDULE

Date Topic

Jan 7 Introduction to each other and the course

Jan 10 Chapter 1: Introduction

Jan 14 Chapter 2: Designing Qualitative Research.

Jan 17 Chapter 2: Designing Qualitative Research.

Jan 21 Chapter 3: Ethical Issues in Research

Jan 24 Chapter 3: Ethical Issues in Research

Jan 28 Chapter 4: A Dramaturgical Look at Interviewing

Jan 31 Chapter 4: A Dramaturgical Look at Interviewing

Feb 4 Chapter 5: Focus Group Interviewing

Feb 7 Chapter 5: Focus Group Interviewing

Feb 11 Chapter 6: Ethnographic Field Strategies

Feb 14 MIDTERM EXAM

Feb 17-Feb 23: READING WEEK NO CLASSES

Feb 25 Chapter 7: Participatory Action Research

Feb 28 Chapter 7: Participatory Action Research

Mar 4 Chapter 8: Unobtrusive Measures in Research

Mar 7 Chapter 8: Unobtrusive Measures in Research

Mar 11 Chapter 9: Social Historical Research and Oral Traditions

Mar 14 Chapter 9: Social Historical Research and Oral Traditions

Mar 18 Chapter 10: Case Studies

Mar 21 Chapter 10: Case Studies

Mar 25 Chapter 11: An Introduction to Content Analysis

Mar 28 Chapter 11: An Introduction to Content Analysis

Apr 1 GROUP PRESENTATIONS

Apr 4 GROUP PRESENTATIONS

GROUP RESEARCH PAPER:

Length: 18- 20 pages typed, double spaced, normal 12 point font, not including references and appendices (APA Style format). This will be your analysis of a qualitative research method. You will do in depth research on the method that you wish to study as a group. As a rule of thumb and guideline, you should examine at least ten to twelve articles/papers on your methodology. This list should not include the text or any other materials that you may get from the classes and lectures. Examine the main debates as well as discussions in the field on the particular methodology you are researching. You should also discuss the pros and cons, disadvantages and advantages, strengths and weaknesses of the methodology. End with a concluding paragraph summarizing the main points. Hint: **Check the references at the end of the chapter on the methodology you are choosing the book for relevant references as a starting point only.** The research must be comprehensive and is to be worked on as a group. **Due Date: Apr 10, 2019 no later than 4 p.m., please drop off in my drop off box located on the 11th floor of Desmarais Building in the Department of Communication**

The final paper *must* include the following sections:

Introduction to the methodology: why you find it worth studying and researching and your group's interest in it.

Discussion of the methodology in detail: review of the research on the method. This will include a discussion of the major contributors as well as a critical analytical review of the research.

Conclusion: wrap up and any particular insights that your group may have.

If any groups need further assistance on their topic, please feel free to consult with me (come see me in office hours) after midterm break or/and please consult the **librarian**.

Grading of papers

Grading Criteria

Grading of papers will be based on the following criteria:

A = Superior. Complete and intelligible writing. Clearly better than other papers. Showed author was thinking. Something special about the paper.

B = Good to very good. Shows thought. Perhaps paper was not thoroughly developed or as well presented as I would have liked, but clearly an adequate paper.

C = Paper contains underdeveloped areas. Routine writing. Not much thought given to the ideas, development or writing.

D = Incomplete, undeveloped paper. Clearly not adequate, but passable.

E = Not passable.

+/- based on style, grammar and spelling.

Thanks to the late Dr. Charles Petrie, Communication Department, State University of New York at Buffalo, for his handout to graduate students on grading criteria, on which the above is based.

Presentation

Your group will present to the rest of the class. Each group member must have an active speaking role. You can make your presentation interactive (meaning you involve the participants) and thus more interesting. You can use visual aids (including video, music, powerpoint slides, etc). Try to be creative in your approach.

Your group will have 10 minutes to present.

Grading

Your group will receive a grade based on the effectiveness of your presentation. I will consider the following:

- how effectively did you convey the information?
- was the presentation well organized (content, variety of presentation approaches, timing)?
- did the audience seem to be interested in the presentation?
- did the presenters seem to know their material well?

- Peer and Self Evaluation Rating Sheet

Evaluator's Name: _____

1. Peer Evaluation:

Please use the following rating scale to rate team members' performance during team activities
(*you are not required to discuss ratings with team members*):

4 = Outstanding

3 = Well above average

2 = Average in this area

1 = Below average

0 = Cannot be considered an active member of the group

Please total peer ratings to obtain a score out of a maximum of 20.

Area Evaluated	<i>Peer</i>	<i>Peer</i>	<i>Peer</i>	<i>Peer</i>	<i>Peer</i>	<i>Peer</i>
Attendance						
Preparation						
Participation						
Initiative						
Sincerity						
<i>Total /20</i>						

Please indicate any comments you may have regarding team members in consideration of peer evaluation (*optional*).

II. Self Evaluation

Please give yourself a rating out of 5 and indicate your rationale below. _____/5

COURSE POLICIES

- **Attendance:** Class discussions and activities comprise a significant part of your learning experience in this course. Interactive in-class exercises about the concepts covered in individual classes, will be assigned, which will count toward your final grade and which cannot be made up. . Thus, your regular attendance and active participation and completion of all assignments will have a direct bearing on your grade. Just as a record of consistent attendance will be used in your favour when deciding your final grade, slipping attendance will be used in deriving your final grade.
- **Punctuality:** It is very important that you be in class early enough so that we are ready to work when class is scheduled to begin. Frequent lateness feels disrespectful to me and to your fellow students, so please do not do it.
- **Late Work:** Late work will not be accepted except in cases of documented university sponsored travel or dire personal emergencies. It is your responsibility to provide written documentation from a third party of your emergency. Meetings for other classes, appointments with advisors, computer failures, printing problems, work excuses, and many other personal reasons (catching rides home, misbehaved pets, attendance at family social functions, sporting events) are not considered “excused” absences. Make back-up copies of your work and have a plan for last minute emergencies. It is in your best interest to notify me (preferably by email as that provides us with a written record) before class if you are not able to complete an assignment on time. Accepted late work not resulting from a documented emergency is subject to a mandatory 10% late penalty for each day it is late. An assignment will not be accepted more than 48 hours after it is due.
- **Missed Exam and Presentation:** You may not miss a day when you are scheduled for exam or presentation in class. Make-up exam or presentation will only be given for properly documented emergencies (see above). Except under unusual circumstances, you have 24 hours from the time of the start of the exam or presentation to contact me regarding your absence. Failure to do so will result in an automatic zero for that exam or presentation. If you do miss your exam or presentation day and your absence is not excused, you will receive a zero for the assignment. I reserve the right to decide excused absences on a case-by-case basis. Any misrepresentation regarding the reason for absences will result in a failing grade in the course. Except under unusual circumstances, your exam or presentation must be made up as soon as possible (within seven days) of the original exam or presentation date to accommodate the schedule of the course. Failure to arrive at the appointed time to take the missed exam or presentation will result in an automatic zero for that exam or presentation.
- **Redo & Extra Credit Work:** The nature of assignments used in this class renders redo and extra credit opportunities unrealistic. Therefore, plan to prepare and submit assignments on time.
- **Email:** Email me using my uOttawa email address listed in the syllabus. Be professional in your email communication and always include a subject line, address the receiver, and be sure to sign-off. I will check email at least once daily. Please email again or call me if you do not

receive a response within three (3) working days of sending me an email message; there is always the possibility of problems with electronic messaging. I will not send grades or otherwise private student information via email. Papers will not be accepted via email.

CLASSROOM POLICIES

As a member of this class, you are expected to conduct yourself with a degree of professionalism.

- **Classroom Disruption:** Classroom disruption interferes with the conduct of class. Disruptive behavior is a direct violation of the Student Code of Conduct. To prevent disruption to the professor and other students, you may not engage in side conversations during a lecture or discussion, make comments inaudible to the entire class, and make inappropriate or disrespectful comments to the professor or other students. In addition, the use of beepers, CD/MP3 players, iPods and radios, portable gaming or video devices, reading newspapers, and sleeping are prohibited during class meetings!
- **Cell Phone:** A ringing cell phone during a lecture or discussion is annoying to the professor and other students in the class. Please be respectful of those around you by turning off your cell phone prior to the start of class.
- **Laptop Computer:** The use of laptop computers has become increasingly common in the academic community, and they serve as a useful means of enhancing the classroom experience for some students. However, laptop computers also have the potential to serve as significant distraction for others when they are not being used for classroom activities. Thus, the official policy for this class regarding laptop computers is that they may be used for note-taking purposes only. Any student found violating this policy forfeits the privilege of using his/her laptop computer for the remainder of the semester. The most obvious violations include but are not limited to surfing the internet and IMing and/or chatting.
- **General Politeness**
 - * To maintain an atmosphere conducive to learning, please be courteous to your professor and other members of the class and treat them with the dignity and respect that you expect from others.
 - * If you anticipate you will need to leave the classroom before the end of a lecture or discussion, please make sure to talk to me before the class begins and select a seat near the edge of a row to avoid disrupting others when you leave.
 - * To prevent disruption to classmates' discussion and/or presentation, you should not enter the room when others are leading discussion and/or doing their presentations.
 - * When others are leading discussions and/or doing their presentations, you should not do any other work (including fine-tuning own discussion and/or presentation). Even if you are quiet, it is distracting and disrespectful to the presenters.

Patent refusal to observe these guidelines may result in an adverse effect on your grade in this course. In this class, I hope to foster a safe and friendly environment where we can share our

experiences, debate and discuss issues, and learn from one another. Practicing these behaviors show respect for each other and myself; please do your best to follow these guidelines in this class.

ACADEMIC MISCONDUCT POLICY

Documented cases of academic misconduct will result in a failing grade for the course and a referral for more serious disciplinary sanctions. A description of the penalties for plagiarism, cheating, and other forms of academic misconduct may be found at:

<http://www.uottawa.ca/academic-regulations/academic-fraud.html>

<http://arts.uottawa.ca/en/life-on-campus/academic-fraud-plagiarism>

STATEMENT ON SPECIAL NEEDS ACCOMMODATION

I am more than willing to accommodate any special needs you may have throughout the class. Please let me know if there are things I can do to make your learning experience more productive. If you have need for accommodation I also encourage you to contact the Access Service at 613-562-5976 or adapt@uOttawa.ca

CAMPUS SERVICES

The Student Academic Success Service (SASS) offers help and free services with various aspects of academic and student life that are designed to support student learning. More information on the Student Mentorship Program, the Academic Writing Help Centre, the Counseling Service and other services may be found at:

<http://www.sass.uottawa.ca/welcome.php>

BRIGHTSPACE COURSE WEB SITE & UOTTAWA WEBMAIL

I will use the Brightspace Course Web Site and uOttawa webmail for announcements, assignments, and other communication for this class.

Note: Please ensure that when e-mailing, address your professor, include “CMN3103C” in the subject line, and sign off. Failure to do so could result in your message being deleted or ignored.

OTHER IMPORTANT INFORMATION

Stay Safe!

Got a late class? Want someone to walk with? The Foot Patrol is here for you. Just drop by 08A UCU, call 562-5800 ext. 7433 or stop a team patrolling campus to request an escort. You can also stop by their office 08A UCU and book a team in advance.

Sexual harassment policy

“The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit www.uOttawa.ca/sexual-violence-support-and-prevention.”