GRAND VALLEY STATE UNIVERSITY
CJ 400(02): Qualitative Research Methods (SWS)
Winter 2016 – EC 311
Thursday 6:00-8:50pm

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Office Hours: Tuesday/Thursday: 10:45am – 12:45pm; Thursday: 3:45 – 5:45pm; and by appointment

Course Description:
This course examines qualitative methods focusing primarily on participant-observation, Q & A, writing field notes, and the transformation of these primary field data into written ethnographic documents. Students will also explore unstructured and semi-structured interviewing, direct observation, open-ended survey questions, and sampling from pre-existing texts. Pre/Co – Requisites: WRT 150 and/or WRT 305 with a grade of C or better, CJ 300: Research Methods in Criminal Justice, and junior standing.

This course has been designated a Supplemental Writing Skills (SWS) course. Therefore, completion of WRT 150 and/or WRT 305, as appropriate, with a grade of C or better (not C-) is the prerequisite. SWS credit will not be given to a student who completes this course before completing the prerequisite. In addition, in order to earn an SWS credit, students must pass the current course with at least a grade of C (not a C-). SWS courses adhere to certain guidelines. Student will turn in a total of at least 3,000 words of writing. Part of that total may be essay exams, but a substantial amount of it is made up of finished essays, reports, or research papers. The instructor works with the students on revising drafts of papers (e.g., peer and/or instructor reviews), rather than simply grading the finished piece of writing. At least four hours of class time will be devoted to writing instruction. At least one third of the final grade in the course is based on the writing assignments. For further information on SWS course requirements, please visit http://www.gvsu.edu/sws/.

Bloom’s Taxonomy Level and Dominant Curriculum “Threads”: While the current course will draw from across “Bloom’s Taxonomy” of learning, it will dominantly draw from the levels of “Comprehension” and “Application.” In addition, a dominant curriculum “thread” to be assessed throughout this course will be student’s writing, ethics (with special attention to research ethics), and technological proficiency.

Course Goals and Objectives:
Upon completion of this course, the student will:
1. Demonstrate an understanding of the scientific method (application).
2. Examine and apply basic research designs and procedures used in the social sciences, with special attention to validity, reliability and field research practices (application).
3. Discuss ethical concerns related to qualitative research and implement necessary subject protections, including consent forms and other IRB requirements (comprehension).
4. Apply various qualitative research methods, including interviews, observations, focus groups, and content analysis (application).
5. Evidence an understanding of course materials through written assignments and technological applications as outlined in course requirements (application).

Required Text:


Recommended Texts:

**Any supplemental readings will be supplied by the instructor.**
ACADEMIC INTEGRITY: Assumed by GVSU and this professor, is that each student possesses an exceptional level of academic integrity. Section 223.00 & 223.01 of the Student Code are reproduced below for your reference.

Section 223.00 Integrity of Scholarship and Grades: Truth and Honesty. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles, and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged. Compliance shall include compliance with the following specific rules:

a) No student shall knowingly, without authorization, procure, provide or accept any materials which contain questions or answers to any examination or assignment.

b) No student shall, without authorization, complete, in part or in total, any examination or assignment for another person.

c) No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person.

d) No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own.

e) No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without authorization from the instructor(s) of the class(es) to which the student wishes to submit it.

Section 223.01 Plagiarism: Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one’s own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of others. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

Plagiarism, including any cutting and pasting from websites without appropriate use of quotation marks and full citations will receive an automatic grade of "0" for the assignment, and can, if repeated, result in failure of the course and other penalties (See the Student Code, Section 223.01 on Plagiarism for details). Any references included in your discussions, written assignments or test answers should follow the American Psychological Association (APA) format. If you are unfamiliar with this format, you can find a guide to APA style here: http://owl.english.purdue.edu/owl/resource/560/02/

Disability-Related Accommodations: If you have a need for disability-related accommodations, please inform me and the Office of Disability Support Services at 200 STU (331-2490). Reasonable and effective accommodations and services will be provided to students if the requests are made in a timely manner, with appropriate documentation in accordance with federal, state, and university guidelines. If you have a documented disability or have any particular concerns about the course, please speak to me as soon as possible. I am dedicated to the success of each and every student and will do my best to accommodate you.

Library Resources:
Patricia Bravender is the criminal justice librarian and she can provide you with individualized research assistance for all of your classes. Her office is in the Steelcase Library on the downtown campus and she can be reached at bravendp@gvsu.edu or 331-7338. Her criminal justice library subject guide (http://libguides.gvsu.edu/cj) contains links to all of the criminal justice databases and other specific resources for criminal justice students, including crime statistics.

COURSE FORMAT:
The course is structured around lecture, discussion and class activities. You will be expected to have completed the readings prior to class meetings in order to allow for full participation in activities and discussions. Students are expected to attend class regularly, as it is an integral and irreplaceable part of the learning experience. However, if you miss class, you are responsible for what you missed as well as being prepared for the next class. Because of the format of the class, you are expected to respect others by being on time, not leaving early, turning off all cell phones, iPods, and other electronic devices, and not chatting while others are talking. Please note: I have a NO LAPTOP policy in class. Research has demonstrated that not only do laptops provide endless distractions in class, but that taking notes by hand is actually better for long-term comprehension (see Blackboard for research supporting this). Therefore, without a demonstrable need, you may NOT use a laptop during class. If you choose to use your electronic devices (including laptops) for non-class related activities, I reserve the right to ask you to leave class.
METHODS OF EVALUATION:

In-Class Assignments & Activities
There will be (10) In-Class assignments and/or activities throughout the course of the semester. In order to complete the in-class assignment, you must be IN CLASS; these assignments cannot be made-up – therefore attendance is mandatory to receive credit. The assignments are worth 8 points each, a total of 80 possible points for the semester.

CITI Certification
The CITI Certification will provide you with an overview of ethics in research. You will need to complete the certification to take part in the various field projects you will be involved in this semester. Once you complete it, you must print out your certificate and hand it in to me by Thursday, January 28th to receive credit (worth 15 points). Please note – this must be completed in order to pass the class, regardless of whether or not you earn points for it.

Semester-Long Research Project
You will be required to complete a series of research-related assignments which will build upon one another and ultimately combine to form your semester-long research project on a topic of your choice. These assignments include: 1) research question(s) and project conceptualization; 2) library research and annotated bibliography; 3) a literature review on an assigned topic; 4) field observation and notes (draft and final copy); 5) interview and transcript; and 6) final project and presentation (time permitting). You will also complete peer reviews and provide feedback for your fellow classmates.

Midterm Exam
The midterm exam will be a combination of short answer and essay questions to be given the week of July 15th. The material for the exam will be taken from class lectures, discussions, readings, movies, guest speakers, presentations, etc. The exam is worth up to 60 points.

Final Exam
You are required to read the book “Gang Leader for a Day” on your own throughout the semester. We will discuss the book periodically in class, so it is in your best interest to begin reading ASAP. I have indicated on the schedule pages that you should have read for certain classes where we will be discussing the book; please be sure to keep up with these readings. The final exam, which will explicitly cover the book, will consist of multiple choice, short answer, and essay questions. The exam is worth up to 60 points.

Extra Credit
Extra credit may (or may not) be offered over the course of the semester. The decision to assign extra credit will be made at the discretion of the instructor.

Late Assignments, Projects, and Make-up Exams:
You must be present to complete In-Class assignments, therefore they CANNOT be accepted late. All of your written work must be submitted on time; I will deduct (10) points for each day past the deadline. There are no make-up exams except in the case of a documented illness or other instance of personal emergency. If you have a conflict with the scheduled final exam, please be sure to contact me at least (2) weeks prior to the exam. If you have a documented disability, please see me the week prior to the exam (midterm and final) to make arrangements that will suit your needs (i.e., extra time, out-of-class exam, etc.).

ALL ASSIGNMENTS and any extra credit (if offered) must be typed, double-spaced, 12pt Times New Roman font and handed in IN CLASS (unless otherwise directed to submit the assignment on Blackboard). I DO NOT accept handwritten or emailed assignments.

If you miss class because of an athletic, medical, or otherwise excused absence, you have ONE WEEK to make up any missed work. This means you must contact me in writing ASAP – If you fail to contact me within ONE WEEK of your absence, you forfeit your opportunity to make up any missed assignments and/or coursework.

Lecture Notes:
In an effort to encourage you to attend class, I DO NOT post lecture notes online. If you are in attendance for class, you are welcome to a copy of the notes for that class period. If you would like the notes, please contact me via email (preferably immediately after class) for a copy of the notes. You have (1) additional class period to request these notes (otherwise, you forfeit the opportunity).
Blackboard:
I will use the Blackboard site set up for this class—please be sure to check it often. You can use Blackboard to check your grades, find
course documents (syllabus, assignment guidelines, etc.), and e-mail your classmates. Please check the Blackboard site regularly for
class announcements and reminders as well.

Grading Policy:
Please expect to receive the grade that you have EARNED. If you feel your grade (either on an assignment or your final grade for the
semester) has been reached in error, please submit in writing your explanation of how/why you believe an error has been made. I will
be happy to review any concerns regarding your grades prior to final exam week. Please do not email me and ask for me to
“round up your grade” – I make this decision based upon academic performance, attendance and classroom participation throughout
the semester.

GRADING

In-Class Assignments/Activities: Total of 80

CITI Certification: Total of 15

Semester-Long Project: Total of 260
   Research Question(s) & Conceptualization (15)
   Annotated Bibliography (25)
   Literature Review – Draft (45)
   Field Observation & Notes (50)
   Interview & Transcription (50)
   Submission of Final Project & Presentation (75)

Midterm Exam Total of 60

Final Exam Total of 60

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Total: 475 pts

THE LAST DAY STUDENTS MAY WITHDRAW FROM THIS COURSE WITH A GRADE OF “W” IS March 11th, 2016.
<table>
<thead>
<tr>
<th>Date</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS/DUE DATES</th>
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<tbody>
<tr>
<td>Thursday, January 14th</td>
<td>Introduction to the Course/ Syllabus</td>
<td>Berg &amp; Lune, Chapter 1</td>
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<td></td>
<td>Introduction to Qualitative Research</td>
<td>Begin Venkatesh</td>
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<tr>
<td>Thursday, January 21st</td>
<td>Designing Qualitative Research Library Research &amp; Information Literacy</td>
<td>Berg &amp; Lune, Chapter 2</td>
<td>(Select Research Topics)</td>
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<td>GVSU « Teach-In »</td>
<td><a href="http://www.gvsu.edu/teach-in/teach-in-schedule-4.htm">http://www.gvsu.edu/teach-in/teach-in-schedule-4.htm</a></td>
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<tr>
<td>Thursday, January 28th</td>
<td>Ethical Issues in Qualitative Research / HRRC &amp; IRB</td>
<td>Berg &amp; Lune, Chapter 3</td>
<td>Research Question(s) &amp; Conceptualization DUE</td>
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<td>Venkatesh (completed Chps 1 -3)</td>
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<tr>
<td>Thursday, February 4th</td>
<td>Ethnographic &amp; Field Research APA Methods</td>
<td>Jelly’s Place: An Ethnographic Memo (Anderson)</td>
<td>Annotated Bibliography DUE</td>
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<td>Berg &amp; Lune, Chapter 6</td>
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<td>Thursday, February 11th</td>
<td>Observations Obtrusive &amp; Unobtrusive Research</td>
<td>Berg &amp; Lune, Chapter 8</td>
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<td>Writing for Qualitative Research – The Literature Review</td>
<td>Berg &amp; Lune, Chapter 12</td>
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<td>Thursday, February 18th</td>
<td>The Qualitative Interview</td>
<td>Berg &amp; Lune, Chapter 4</td>
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<td></td>
<td>Focus Groups</td>
<td>Qualitative Interview Design (Turner)</td>
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<td>Thursday, February 25th</td>
<td>MIDTERM EXAM</td>
<td>Focus Groups as an In-Depth Method (Overlien et al.)</td>
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<td>Thursday, March 3rd</td>
<td>Discussion of Venkatesh OBSERVATION</td>
<td>Venkatesh (completed Chps 4 – 6)</td>
<td>Literature Review DUE</td>
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<td>Thursday, March 10th</td>
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<td>Thursday, March 17th</td>
<td>Case Studies</td>
<td>Berg &amp; Lune, Chapter 10</td>
<td>(be sure to have completed &amp; documented your Field Observation by this week)</td>
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<td>Thursday, March 24th</td>
<td>Content Analysis</td>
<td>Berg &amp; Lune, Chapter 11</td>
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<td>How Women are Depicted in the CJ System (Detardo-Bora)</td>
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<td>Thursday, March 31st</td>
<td>Historiography &amp; Oral Traditions Action Research</td>
<td>Berg &amp; Lune, Chapter 9</td>
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<td>Berg &amp; Lune, Chapter 7</td>
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<td>Thursday, April 7th</td>
<td>Data Coding &amp; Analysis</td>
<td>Venkatesh (completed Chps 7 – 8)</td>
<td>(be sure to have completed &amp; documented your Interview this week)</td>
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<td>See Blackboard for additional readings</td>
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<td>Thursday, April 14th</td>
<td>FINAL EXAM</td>
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<tr>
<td>Thursday, April 21st</td>
<td>Final Project Presentations</td>
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<td>FINAL DRAFT PROJECT &amp; PRESENTATION DUE</td>
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<tr>
<td>Thursday, April 28th</td>
<td>Final Project Presentations</td>
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<td>(6:00pm in our usual classroom)</td>
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Benjamin Bloom created this taxonomy (organization of categories) to understand the level of abstract thinking required in various educational settings. During the course of the semester, course content, exercises, assignments and tests will move through these levels from knowledge to analysis. In other words, this class is structured to develop and test your critical thinking skills about the material. (Note that the taxonomy works from the bottom up. That is, the higher you go on the chart, the more developed the level of critical thinking.)

What does this mean for you as a student in this course? (1) It is very important that you gain the foundational knowledge for the course. Each unit will build on old knowledge and introduce new knowledge. If you don’t understand a core concept, see me! Don’t get lost or left behind because you were afraid to ask. There are no stupid questions in this class! (2) Participate in the class exercises and assignments. I develop these to help you use your knowledge and develop your thinking skills through case scenarios, problems, and focused activities. This isn’t just busy work! Believe it or not, there’s a method to the madness! (3) Review the test study guides to see what level of thinking I will expect on each topic. If I ask you to identify something, I will be asking you to tell me what you know. If I ask you to define something, I will be asking you to show me what you comprehend (understand). If I ask you to compare and contrast two ideas, I am asking you to analyze the material in terms of similarities and/or differences. If I am asking you to integrate or assess, I am asking you to synthesis and evaluate. As you will see, test questions often are similar to in-class activities or assignments, another good reason to make sure that you participate and ask if you have questions!

### Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>DESCRIPTION</th>
<th>GOAL</th>
<th>SUGGESTED ACTION VERBS/QUESTION CUES</th>
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<tbody>
<tr>
<td>6. EVALUATION</td>
<td>Students can use previously learned standards/criteria to determine the worth or merit of a complex product.</td>
<td>Compare and discriminate between ideas, Assess value of theories, presentations, Make choices based on reasoned argument, Verify value of evidence, Recognize subjectivity</td>
<td>Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize</td>
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<tr>
<td>5. SYNTHESIS</td>
<td>Students can create an original and complex product out of a set of simpler components.</td>
<td>Use old ideas to create new ones, Generalize from given facts, Relate knowledge from several areas, Predict, draw conclusions</td>
<td>Combine, integrate, modify, rearrange, substitute, plan, create, build, solve, perform, establish, predict, produce, modify, plan, formulate, design, invent, compose, formulate, prepare, generalize, rewrite</td>
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<td>4. ANALYSIS</td>
<td>Students can take a complex set of material and break it down into its component parts and/or explain why a complex set of relationships is organized as it is or what caused it to be or predict from the present to the future.</td>
<td>Seeing patterns, Organization of parts, Recognition of hidden meanings, Identification of components</td>
<td>Analyze, breakdown, separate, order, explain, connect, classify, arrange, divide, compare and contrast, select, explain, infer, show how, draw a diagram, deduce</td>
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<tr>
<td>3. APPLICATION</td>
<td>Students can apply previously learned material such as concepts, rules or generalizations to newly taught material.</td>
<td>Use information, Use methods, concepts, theories in new situations, Solve problems using required skills or knowledge</td>
<td>Apply, classify, find, choose, compute, sort, generalize, organize, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover</td>
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<tr>
<td>2. COMPREHENSION</td>
<td>Students can express previously learned material in their own way.</td>
<td>Understanding information, Grasp meaning, Translate knowledge into new context, Interpret facts, Compare, Contrast, Order, Group, Infer causes, Predict consequences</td>
<td>Summarize, define, put in your own words, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, summarize, translate, illustrate, restate, demonstrate</td>
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<tr>
<td>1. KNOWLEDGE</td>
<td>Students can recall, reproduce or recognize previously learned information as it was taught to them.</td>
<td>Observation and recall of information, Knowledge of dates, events, places, Knowledge of major ideas Mastery of subject matter</td>
<td>List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, underline, place in order, reproduce, recognize, recall, name, who, when, where, etc.</td>
</tr>
</tbody>
</table>

Adapted from Bloom, Benjamin S. 1984. *Taxonomy of educational objectives*. Boston, MA: Allyn and Bacon, Pearson Education