

**City University of Hong Kong
Course Syllabus**

**offered by Department of Applied Social Sciences
with effect from Semester A 2015 / 16**

Part I Course Overview

Course Title:	Qualitative Research Methods
Course Code:	SS5421
Course Duration:	One semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course aims to

- 1.1 introduce major epistemological and ontological paradigms of qualitative social research methods;
- 1.2 introduce major theories, practices and methodical applications of qualitative research methods; and
- 1.3 recognize the ethics of research and the politics of moral human intervention in applied qualitative social research.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	generate creative schemes to identify the epistemological and ontological traditions of qualitative social research methods;	25%	√	√	
2.	devise ways to identify the major theories and practices of qualitative social research;	25%	√	√	
3.	discover the methodical applications of qualitative research methods; and	25%	√	√	√
4.	identify the importance of the ethics of research collaboration and the politics of moral intervention in qualitative research.	25%	√	√	
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Class Discussions	In-class discussions will be organized to facilitate mutual learning and reflections.	√	√	√	√			

Lectures	Lectures will be given to disseminate knowledge by the instructor.	√	√	√	√			
Student Presentations and Reporting	Student groups will give presentations and write reports in order to internalize assigned readings, debate core issues, report field research and learning.	√	√	√	√			
Field Research	Student groups will engage in the processes of research question identification, selection of theoretical framework and research practice(s), and the application of pertinent research methods.	√	√	√	√			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4			
Continuous Assessment: 100 %							
Class Participation Students are required to attend the classes and participate in class discussion.	√	√	√			10%	
Article Review and Presentation Each presentation group will be assigned with articles on four research methods: Participant observation, interviewing, focus groups, and photographs, films and video. Marking will depend on the understanding on the article, clarity of presentation, the ability in forming one's opinions, and English fluency.	√	√	√	√		25%	
After-fieldwork Presentation Students will conduct their own field research to answer the identified research question(s). Selected theoretical framework(s), pertinent methodological practice(s), justified methodical application(s), ethical issue(s) and research politics should be articulated		√	√	√		25%	

thoroughly in the presentation.								
Individual Field Research Report	√	√	√	√			40%	
Each individual student will submit a 2,500-word field research report as the term paper. Apart from accounting for what the student will learn from the field research, this report should give an integrative and critical account based on the lessons learnt from the inter-group debate, class discussions, book review, field research group presentation and additional research done by the individual student.								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Response Papers & Class Participation	Level of reflection of learning and participation in Q&A time.	High	Good	Moderate	Basic	Poor
2. Article or Book Review	Application of relevant concepts and literature	High	Good	Moderate	Basic	Poor
3. After-fieldwork Presentation	Demonstration of learning	High	Good	Moderate	Basic	Poor
4. Individual Field Research Report	Application of relevant concepts and literature; and collecting appropriate data	High	Good	Moderate	Basic	Poor

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

- 1.1 Epistemological and ontological paradigms underpinning qualitative research.
- 1.2 Theoretical, practical and methodological traditions of qualitative research.
- 1.3 Planning and conducting qualitative research.
- 1.4 Collection, analysis and interpretation of qualitative data.
- 1.5 Composing qualitative research reports.
- 1.6 Politics and ethics in applied qualitative research.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Sanjek, Roger. (2014). <i>Ethnography in Today's World</i> . Philadelphia : University of Pennsylvania Press.
2.	Lapan, Stephen D.; Quartaroli, Mary Lynn T.; & Riemer, Frances Julia (2012) (eds). <i>Qualitative Research: An Introduction to Methods and Designs</i> . San Francisco : Jossey-Bass
3.	Denzin, Norman K. & Lincoln, Yvonna S. (2008). (eds) <i>Strategies of Qualitative Inquiry (Third Edition)</i> . London: SAGE Publications.
4.	Denzin, Norman K. & Lincoln, Yvonna S. (2008). <i>The Landscape of Qualitative Research: Issues and Theories (Third Edition)</i> . London: SAGE Publications.
5.	Flick, Uwe. (2007). <i>The Sage Qualitative Research Kit (Eight Volume Set)</i> . Los Angeles: SAGE Publications.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	
2.	
3.	
...	