

## PSYCHOLOGY 2220, Section 1: Qualitative Research Methods - Spring 2019

### Instructor Information

Instructor: James Christopher Head  
Time: 9:00-10:15, MW  
Location: 230 James Boyd Building  
Office Location: 219 Melson Hall

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### Course Information

#### Course Description

In recent decades, there has “qualitative revolution” in psychology in which many researchers have embraced a wide variety of methods and methodologies focused on depth, complexity, contextuality, and other aspects typically overlooked by conventional approaches to psychological investigation. In this course, students will examine qualitative research in psychology and will engage in practices and procedures that prepare them for future research endeavors. More precisely, students will (a) examine philosophical, theoretical, and epistemological issues underpinning qualitative approaches, (b) explore multiple methods and analytic approaches, (c) engage in a variety of exercises meant to develop their research skills, and (d) cultivate a qualitative research proposal that reflects an awareness of the field of qualitative inquiry.

### Course Objectives and Learning Outcomes

Students will:

- 1) Develop an understanding of qualitative research and its relevance to the field of psychology.
- 2) Engage in analytical writing that reflects an awareness of the historical, philosophical, and conceptual foundations of qualitative research.
- 3) Participate in exercises and activities meant to develop and refine research skills.
- 4) Cultivate an awareness of the uses of and distinctions between various forms of qualitative inquiry.
- 5) Create and propose a qualitative research project.

## Grading Information and Policy

There are a total of 100 points possible in the course. Participation is worth a total of 20 points, quizzes are worth a total of 10 points, in-class writings are worth a total of 10 points, the interviewing presentation is worth a total of 10 points, the interview analysis is worth a total of 20 points (5 points for transcription, 5 points for draft, and 10 points for presentation), and the research proposal is worth a total of 30 points (5 points for the initial draft, 5 points for the research problem section, 5 points for the first revised draft, 5 points for the second revised draft, and 10 points for the presentation). These 100 points will be used to calculate a percentage grade according to the standard percentage point divisions:

Grading structure and point scale:

90-100 points	90% - 100%	A
80 points - 89 points	80% - 89%	B
70 points - 79 points	70% - 79%	C
60 points - 69 points	60% - 69%	D
< 60 points	< 60%	F

### Late work policy:

All assignments are due (i.e., submitted on the course website, unless otherwise specified) by the beginning of the class period corresponding to the due date of the assignment (see the course schedule). Any work turned in after this time will be docked 10% for each day past the due date that it is not turned in.

## Assignments and Requirements

**Attendance.** Formal attendance will be taken in this class and there is no way to learn the material, complete the project, or to get a good grade without regular attendance. Some course work will be completed in class and all assignments will only be fully explained in class.

**Readings.** You are expected to come to each class with a copy of the reading for the day, having read the materials listed on the same date as that lecture (see course schedule below). Each day's class will cover material relevant to the assigned readings, so you will be more prepared to understand the material if you come to class having read the assignment.

**Participation.** You are expected to participate in in-class activities and exercises. This class will be highly experiential (i.e., non-lecture), so you should expect to come to class, come on time, come prepared, and actively engage in your learning.

**Quizzes.** There will be several quizzes throughout the course of the semester, which will be given at the beginning of class. You must be in class when the quiz is given to have the opportunity to take it (no make ups). The quizzes will focus on course readings.

**In-class Writings.** There will be several in-class writings throughout the course of the semester, which will be assigned at the beginning of class. You must be in class when the writing prompt is given to have the opportunity to write about it (no make ups). The in-class writings will bridge course readings and class exercises.

**Interviewing Presentation.** In a group, you are expected to facilitate the class's learning of one section of *Interviewing for qualitative inquiry: A relational approach*. After being assigned a section that you will explore in-depth, you will prepare a "lesson" that will help your classmates better understand/appreciate the text.

**Interview Analysis.** You will design, conduct, transcribe, and analyze an interview that is related to the course project. You will also present your analysis to the class. This analysis will reflect your understanding of your chosen analytic approach and will illuminate textual exemplars from the interview transcript. All formal written assignments (i.e., not in-class writings) should be in APA format, should be double spaced, and should be in a standard (i.e., Times New Roman) 12pt font.

**Research Proposal.** You are expected to construct a formal research proposal of a qualitative research project you might conduct. This will be the summative project for this course, and accordingly, will reflect your understanding of the concepts and issues addressed in throughout the semester. This proposal will be constructed in stages, and thus, will build upon your work from the semester (e.g., your drafts). You will present a succinct version of your proposal to the class. All formal written assignments (i.e., not in-class writings) should be in APA format, should be double spaced, and should be in a standard (i.e., Times New Roman) 12pt font.

## Texts, Readings, Instructional Resources, and References

### Course Texts (to be purchased):

Wertz F.J, Charmaz, K., McMullen, L.M., Josselson, R., Anderson, R., & McSpadden, E. (2011). *Five ways of doing qualitative analysis*. New York, NY: Guilford Press.

### Reserved Texts (at the library):

Josselson, R. (2013). *Interviewing for qualitative inquiry: A relational approach*. New York, NY: Guilford Press.

All other texts will be provided via CourseDen. The number associated with each text corresponds with the class schedule (see below). Readings should be completed before the date in which they are scheduled to be addressed.

### Provided Texts:

1. Slife, B. D., Williams, R. N., & Williams, R. N. (1995). Science and human behavior. In *What's behind the research?: Discovering hidden assumptions in the behavioral sciences*. Sage.
2. Denzin, N. K., & Lincoln, Y. S. (2008). Introduction: The discipline and practice of qualitative research. In *The landscape of qualitative research* (Vol. 2). Sage.
3. Vogt, W. P., Gardner, D. C., & Haeffele, L. M. (2012). *When to use what research design*. Guilford Press.
4. Lyons, E., & Coyle, A. (Eds.). (2016). Introduction to qualitative psychological research. In *Analysing qualitative data in psychology*. Sage.
5. Finlay, L. (2017). Championing “reflexivities”. *Qualitative Psychology*, 4(2), 120.

## Class Schedule Information

Schedule	Topic	Reading #	Assignment Due	
January	7 Monday	Introduction	Syllabus	
	9 Wednesday	The limits of specialization		
	14 Monday	Interrogating "Science"	1	
	16 Wednesday	Understanding Qualitative Research	2 (pp. 1-17)	
	23 Wednesday	Observation	3 (pp. 67-83)	
	28 Monday	Understanding Qualitative Research	5 Ways (pp. 1-7)	
	30 Wednesday	Understanding Qualitative Research	4 (pp. 2-28)	
Feb.	4 Monday	Understanding Qualitative Research	5 Ways (pp. 79-86)	
	6 Wednesday	Understanding Qualitative Reports	5 Ways (pp. 87-94)	<b>Initial Report Draft</b>
	11 Monday	Interviewing	<i>Interviewing</i>	<b>Interviewing Presentation</b>
	13 Wednesday	Interviewing	<i>Interviewing</i>	<b>Interviewing Presentation</b>
	18 Monday	Interviewing		
	20 Wednesday	Interviewing	5 Ways (pp. 103-123)	
	25 Monday	Research Questions		<b>Interview Transcript</b>
	27 Wednesday	Phenomenology	5 Ways (pp. 124-161)	
March	4 Monday	Grounded Theory	5 Ways (pp. 165-200)	
	6 Wednesday	Narrative	5 Ways (pp. 224-240)	
	11 Monday	Interview Design		
	13 Wednesday	Discourse	5 Ways (pp. 205-222)	
	25 Monday	Analysis		<b>Interview Analysis Draft</b>
	27 Wednesday	Analysis		<b>Interview Analysis Pres.</b>
April	1 Monday	Analysis		<b>Interview Analysis Pres.</b>
	3 Wednesday	Framing Research Problems	5 Ways (pp. 87-88)	<b>Research Problem</b>
	8 Monday	Framing Research Problems		<b>Revised Report Draft 1</b>
	10 Wednesday	Reflexivity	5	
	15 Monday	Research Design Issues	3 (pp. 1-13)	
	17 Wednesday	Workshopping		<b>Revised Report Draft 2</b>
	22 Monday	TBD		
	24 Wednesday			<b>Report Presentation</b>
	29 Monday			<b>Report Presentation</b>

\*See the reading list of readings below for complete references for all additional readings. All readings will be posted on the course website.

# Course and UWG Policies

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

## Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## Accessibility Services

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services](#).

**Center for Academic Success:** The [Center for Academic Success](#) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu)

**University Writing Center:** The [University Writing Center](#) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu)

### **Americans with Disabilities Act Statement:**

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Office for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

I strongly recommend that students make an electronic copy of everything submitted to me via the dropbox.

### **Additional Support Information**

#### **Technical Support**

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [Technology Requirements](#).

#### **Support for courses**

\*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

#### **[CourseDen D2L Home Page](#)**

**[CourseDen Help](#)** (8 AM – 5 PM)

Call: 678-839-6248 or 1-855-933-8946 or

email: [online@westga.edu](mailto:online@westga.edu)

#### **[24/7/365 D2L Help Center](#)**

Call 1-855-772-0423

#### **[University Bookstore](#)**

#### **[Student Services](#)**

### **Center for Academic Success**

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is [cas@westga.edu](mailto:cas@westga.edu).

## Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

## Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

## Full URL Support for Courses

- **CourseDen D2L Home Page**  
<https://westga.view.usg.edu/>
- **CourseDen Help** (8 AM – 5 PM) <https://uwgonline.westga.edu/uwg-online-student-help.php>  
Email: [online@westga.edu](mailto:online@westga.edu)
- **24/7/365 D2L Help Center**  
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**  
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**  
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**  
<http://www.westga.edu/UWGCares/>
- **Accessibility Services**  
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**  
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**  
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
- <https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**  
<http://www.westga.edu/library/>
- **Proctored Exams**  
<http://uwgonline.westga.edu/exams.php#student>
- **UWG Accessibility Statements for Technology**  
[https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnE\\_A/edit?ts=57b4c82d#heading=h.yrqeffvts1f](https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnE_A/edit?ts=57b4c82d#heading=h.yrqeffvts1f)

## Syllabus

As this document corresponds with a dynamic entity (a class), this syllabus is subject to change.