<u>CLASS SYLLABUS</u>

ANT 3497 –Introduction to Qualitative Research Methods
Section – U01 18119/Spring 2025
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<u>COURSE DESCRIPTION:</u>

This course introduces students to qualitative research (QR) methods applied to investigating social science issues related to health, culture, and policy. It addresses QR methods' theoretical underpinnings, uses, and ethical considerations. Through video lectures, reading-based lessons, discussion forums, case studies, and quizzes, students will acquire the basic skills and principles needed to design appropriate, original, and responsible QR applied to social sciences. The course focuses on diverse data collection techniques and provides an overview of practical skills for analyzing qualitative data.

<u>COURSE OBJECTIVES:</u>

By the end of this course, students will be able to:

- Critically assess the theoretical underpinnings of different approaches to QR
- Contrast different QR methods commonly used in social sciences
- Understand the main ethical and validity issues related to QR methods
- Formulate applied QR questions
- Identify appropriate uses for different QR techniques
- Articulate an appropriate QR design
- Identify the differences between a discourse analysis and content analysis
- Describe the process of developing a codebook for qualitative data analysis
- Describe the components of data dissemination reports/manuscripts
- Develop a QR proposal

<u>COURSE STRUCTURE:</u>

This course will combine diverse activities to stimulate active student participation and critical thinking. It provides students with the intellectual tools needed for qualitative research (QR), emphasizing the skills required to write and thoroughly understand the components of a research proposal. Educational strategies will include discussion forums, small group exercises, written work, video lectures, case studies, and assessments to evaluate the comprehension and mastery of the material learned in the different modules.

<u>REQUIRED TEXTS AND READINGS:</u>

The professor will provide all reading materials via Canvas.

<u>PROCTORED EXAM POLICY:</u>

There are no exams in this course.

EXPECTATIONS OF THE COURSE:

This is a hybrid course, meaning that students are responsible for completing tasks both in-person and online components of the course, within the established parameters and dates. Students must review and follow the course calendar and weekly outlines, and submit assignments by the corresponding deadline. Late work will not be accepted.

OVERVIEW OF COURSE ASSIGNMENTS:

Students will be required to complete weekly assignments, which must be submitted via Canvas. Deadlines for all assignments and assessments are provided on the platform.

STUDENT LEARNING ASSESSMENT:

These are the activities through which the students' performance will be evaluated.

1 – Case study (small group exercise): (10 pts.) In the context of small groups, students will analyze the qualitative methods used in the provided case study. They will identify and discuss the strengths and weakness of the methods and suggest possible improvements. The submission format will be a **2-page written report per group** (Times New Roman 12-point font & 1.5 line spacing). The evaluation rubric is the following:

- o **Identification and Discussion of Methods (4 pts):**
  Clear identification of the qualitative methods used (2 pts).
  Thorough discussion of the strengths and weaknesses of each method (2 pts).
- o **Suggestions for Improvement (2 pts):**
  Relevant and practical suggestions for improving or substituting the methods (2 pts).
- o **Reflection on Impact (2 pts) -** Insightful reflection on how the selected methods impacted the study's findings
- o **Clarity and Organization (2 pts):**
  Well-organized and clearly presented analysis (1 pt).
  Correct grammar and spelling (1 pt).

2 – Crafting a proposal step by step - Part 1: (12 pts.) For this assessment, students are required to develop the first components of a research proposal. Work with the guidelines developed for this assessment. The evaluation rubric is the following:

- o Identify the Research Problem (2 pts.)
- o Contextualize the Problem (2 pts.)
- o Highlight the Significance (2 pts.)
- o State the Purpose of the Study (2 pts.)
- o Frame Research Questions (2 pts.)
- o Transform Research Questions into Specific Aims (2 pts.)

3 – Crafting a proposal step by step - Part 2: (16 pts.)

- o Design (4 pts.)
- o Participants (4pts.)
- o Instruments (4pts.)
- o Procedure (4pts.)

Note: Assessments #2 and #3 are designed so that students can work through the parts of the proposal. However, for the final course proposal, students are expected to elaborate on these components. That means, the proposal is a much more comprehensive and detailed project than what is required for the alluded assessments.

4 – Qualitative research proposal: (50 pts.) This is the final work of the course. The proposal must be written in Times New Roman 12-point font & 1.5 line spacing. Students must develop a QR proposal including the following:

- o Title page (1pt.)
- o Abstract (100 words) (2 pts.)
- o Significance (Includes the problem statement, the justification and relevance, the theoretical framework, and the literature review) (20 pts.)
- o Specific aims (5 pts.)
- o Research design and methods (20 pts.)
  - ▪ Design (4 pts.)
  - ▪ Participants (4 pts.)
  - ▪ Instruments (4 pts.)
  - ▪ Procedure (4 pts.)
  - ▪ Analysis (4 pts.)
- o References (1 pt.)
- o Appendixes (optional - 1 extra pt.)
- o Writing quality (Absence of spelling and/or grammatical errors and good organization of ideas) (1 pt.)

5 – Self-assessment: (10 pts.) On a 1.5-line spacing page, the students must share how they perceive their performance in the course and how their understanding of QR has changed due to the course experience.

6 – Assignments: (101 pts.) Each week students must complete different activities. Each assignment has a deadline. It is important to plan ahead of time in order to complete it in a timely manner.

GRADE BREAKDOWN:

Final grades will be based on a point system (total = 199 pts.):

- Assessments (98 pts.) – 49% of total grade
- Assignments (101 pts) – 51% of total grade

GRADING SCALE:

100-92.6%	A
92.5-89.6%	A-
89.5-86.6%	B+
86.5-82.6%	B
82.5-80.0%	B-
79.9-77.0%	C+
76.9-70%	C
69.9-60%	D
$< 59.9\%$	F

OTHER CONSIDERATIONS:

The following issues are essential to be considered since they can influence the course's progress and students' grades.

- Canvas platform – All students must be registered in the Canvas platform. Written communication in this course will take place via the Canvas Inbox.
- Discussion forums – When we engage in discussions, the learning process depends on the professor's and students' interactions. It is critical that students contribute to this conversational experience by asking questions, clarifying issues, or making relevant comments to extend the material.
- Academic etiquette guidelines – Academic etiquette refers the set of rules for appropriate behavior in both online and in-person environments. The professor aims to foster a safe and respectful learning atmosphere for all students. Therefore, all opinions and experiences, no matter how different or controversial they may seem, must be respected within the tolerant spirit of the academic environment. Students are encouraged to comment, question, or critique ideas but must do so without disrespecting others. A sensitive, polite, and respectful course community should be maintained at all times, whether interacting online or in person.
- Style of written assignments – All written assignments (e.g., QR proposal) must be in APA format.
- Format – Use MS Word, 1-inch top, bottom, side margins, and Times New Roman 12-point font. Do not use footnotes. Documents must be submitted through Canvas unless otherwise instructed.
- Timeliness – Written assignments/assessments must be submitted electronically through Canvas in Word format before midnight on the due date. Do not submit documents in PDF format. Late work will not be accepted. The grade book will record a zero for any assignment/assessment submitted after de due date. The only exception is for students with a bona fide excuse (death in the immediate family, major illness, etc.) who provide supporting evidence (e.g., obituary, doctor's note) to the professor within a few days of the event. Arrangements will be made on a case-by-case basis.
- Participation – To succeed in this course, students are expected to participate in both in-person and online activities as outlined in the course calendar. The professor will use Canvas's tracking tool, discussions, chat sessions, and group work to monitor their participation in both formats.

- As students in this course (and at FIU), they are expected to maintain high levels of professionalism, commitment to active learning and participation, and integrity in their behavior. While the use of AI applications is not inherently wrong, relying on them to generate work required for this course is considered inappropriate, as it undermines the originality of your work. Students who engage in such practices or plagiarism will be referred to the institutional committee for academic integrity cases.
- Before starting this course, please review FIU's policies at https://online.fiu.edu/html/canvas/policies/
- Students with disabilities – Students who require academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 as soon as possible to request an official letter outlining the needed and authorized accommodations.

COURSE SCHEDULE:

MODULE 0 – Introduction to the course

Week 1: (Jan 6)

Topics: Basic principles of qualitative research (QR).

Learning Objectives:

•Understand course expectations and responsibilities.

•Define QR and its epistemological foundations.

•Identify the 5 Ws in QR (what, who, where, when, and why).

Activities:

•Watch videos 1 and 2.

•Read the article "Qualitative Research."

•Complete the **quiz** on videos (5 pts).

MODULE 1 - Positionality, intersectionality, and ethics

Weeks 2 & 3: (Jan 13 & 20)

Topics:

•Positionality and intersectionality.

•Decolonial knowledge production.

•Research ethics.

Learning Objectives:

•Critically assess theoretical approaches in QR.

•Address ethical issues regarding positionality and intersectionality.

•Reflect on ethical considerations in QR implementation.

Activities:

•Watch videos 3–5.

•Read the articles:

1. "North and South: Naming practices and global disparities in knowledge production."

2. "Ethical Considerations in Qualitative Research."

•Complete the **quiz** on videos (10 pts).

Bonus: Students completing the CITI certificate earn 10 extra points.

MODULE 2 – Approaches and research design considerations

Weeks 4 & 5: (Jan 27 & Feb 3)

Topics:

•Methods (e.g., phenomenology, ethnography, case study, grounded theory).

•Research questions, objectives, literature review, and frameworks.

Learning Objectives:

•Differentiate between QR methods.

•Formulate research questions and objectives.

•Conduct a literature review and select a theoretical/conceptual framework.

Activities:

•Watch videos 6–9.

•Watch interview with Dr. Mark Padilla.

•Read the articles:

1. "Phenomenological Qualitative Methods…"

2. "Community Engagement in Health Research…"

3. "Using Ethnography to Understand Participant Experience."

4. "How to Do a Grounded Theory Study."

•Complete the **quiz** on videos (10 pts).

MODULE 3 – Sampling and data collection methods/techniques

Weeks 6–9: (Feb 10, 17, 24 & March 3)

Topics:

•Procedures, recruitment, and sampling.

•Research techniques (e.g., interviews, focus groups, participant observation).

Learning Objectives:

•Select appropriate QR techniques and sampling strategies.

•Articulate procedures for data collection in QR proposals.

Activities:

•Watch videos 10–13.

•Read the article: "Drafting the Methods."

•Analyze the case study: "University Students' Experiences During COVID-19."

•Complete the **quiz** on videos (10 pts).

•Submit **Assessment 1** (10 pts).

MODULE 4 – Data management and analysis

Weeks 10–12: (Mar 10, 17, 24)

Topics:

•Data analysis methods (e.g., thematic and discourse analysis).

•Developing a codebook.

Learning Objectives:

•Differentiate between discourse and content analysis.

•Describe the process of creating a codebook.

•Activities:

•Watch videos 14–16.

•Read the articles:

  1."Doing a Thematic Analysis: A Practical Guide."

  2. "A General Critical Discourse Analysis Framework."

•Complete the **quiz** on videos (10 pts).

•Submit **Assessment 2** (12 pts) and **Assessment 3** (16 pts).

MODULE 5 – Triangulation

Week 13: (Apr 3)

Topics: Triangulation strategies.

Learning Objectives:

•Develop a comprehensive triangulation strategy using investigators, theories, methods, and data.

Activities:

•Watch video 17.

•Read the article: "Principles and Limitations of Methodological Triangulation."

•Complete the **quiz** on video (5 pts).

MODULE 6 – Data storytelling

Weeks 14 & 15: (Apr 10 & 17)

Topics: Reporting, publications, and presentations.

Learning Objectives:

•Apply storytelling principles to QR data.

•Identify key components of reports and manuscripts for publication.

Activities:

•Watch video 18.

•Read Chapter 10 of "Qualitative Research: From Start to Finish."

•Complete the **quiz** on video (5 pts).

•Submit **Assessment 4** (50 pts) and **Assessment 5** (10 pts).