San José State University  
CASA/Department of Kinesiology  
KIN 251, Fundamentals of Qualitative Research in Kinesiology, Section 01, Fall 2016

Instructor: Dr. Jessica Chin  
Office Location: Spartan Complex (SPX) 173F --in courtyard  
Telephone: (408) 924-3039  
Email: jessica.chin@sjsu.edu  
Office Hours: M/W 11:30 am – 12:30 pm and by appt  
Class Days/Time: Tues 7:00 – 9:45 pm  
Classroom: SPX 151

Course Format  
This course adopts a hybrid classroom delivery format. Students must have an electronic device (i.e., phone, laptop, tablet) that connects to the internet to access class materials, take exams and submit assignments through Canvas.

MYSJSU Messaging and Online Access to Course Materials (Canvas)  
In order to ensure that you receive all pertinent email communication, you must have a current and accurate email address in the MySJSU system. Please check to make sure your email is updated in MySJSU.

You are responsible for regularly checking your emails and announcements posted on Canvas to learn of any updates. You can access the Canvas Leaning Management System course login website at http://sjsu.instructure.com.

Copies of course materials such as the syllabus (greensheet), powerpoint slides, and major assignment instructions and guidelines can be found on Canvas. For more information on setting up your account go to: http://www.sjsu.edu/ecampus/students.

Course Description  
Design, analysis and interpretation of qualitative research. Course focuses on the research process from the formulation of a research problem through the analysis of data. NOTE: KIN 251 is one of two courses used by the Department of Kinesiology to satisfy the
Graduate Writing Assessment Requirement (GWAR). A final grade of B or better in either KIN 250 or KIN 251 is needed to successfully satisfy the GWAR.

**Required Readings**

All course readings, assignments, and due dates will be available electronically via Canvas.

**Graduate Program Learning Objectives (PLOs)**

Department of Kinesiology Graduate Program Learning Outcomes:
1. Conduct and critique research using theoretical and applied knowledge.
2. Interpret and apply research findings to a variety of disciplines within Kinesiology.
3. Effectively communicate essential theories, scientific applications, and ethical considerations in Kinesiology.
4. Acquire skills to become agents of change to address issues in Kinesiology through the application of knowledge and research.

**Student Learning Outcomes and Course Objectives**

Upon successful completion of this course, students will be able to:

1. Explain the fundamental characteristics of qualitative research and their relevance to the field of Kinesiology;
2. Design research incorporating various qualitative modes of inquiry;
3. Identify a research problem in Kinesiology best addressed with a qualitative or mixed-methods approach;
4. Apply APA style in writing;
5. Demonstrate competence in utilizing library resources for research.
6. Articulate ethical issues in research;
7. Critique qualitative research in Kinesiology;
8. Understand qualitative research issues that affect the quality of research;
9. Demonstrate competence in qualitative data analysis;
10. Use appropriate software in the research process;
11. Demonstrate proficiency in written communication.

**General Notes**

- Make note of all exams. Makeup exams will only be considered in the presence of serious and compelling reasons about which the instructor is notified prior to the exam.
- Check Canvas regularly for topic-specific information.
- Only under extreme circumstances will an “incomplete” grade be assessed.
- Regular engagement in group activities and discussion is expected.
- Papers must be original compositions written specifically for this course.
- A passing grade must be attempted on all assignments for this class.
Class Structure
Class will be a combination of lecture, seminar, and small group work.

Definition of a Credit Hour
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities. The expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Library Liaison
Suzie Bahmanyar, MLIS
suzie.bahmanyar@sjsu.edu
(408) 808-2654
(408) 808-2100 Reference Desk
(408) 808-2470 Student Computer Service

Course Requirements
This course will include a midterm and final exam as well as a series of assignments culminating with a final paper:

1. Data collection: For this assignment, you are to collect qualitative data using one of the methods we will discuss in class. You may collect ethnographic data, (i.e., participant-observation data), interview data, or media-related data. The data you collect may be related to your final paper topic if you choose; otherwise, you can use the assignment simply as data collection practice. Further details will be provided in class.

2. Weekly contributions: Each week you are expected to have completed the assigned readings prior to coming to class. In order to prepare for discussion, each student is required to contribute to the Canvas discussion board during the week with a) thoughtful questions, b) responses to classmates’ posts, and c) original, substantive comments related to the readings and class topics. In general, we expect an average of three (3) comments per week. Students must complete posts by 10PM Monday night before class. In addition, students are required to regularly contribute to in-class discussions and group work.

3. Paper Proposal: A synthesis of your proposed final paper topic will be submitted as a paper proposal and will be included as part of your final paper grade. For this assignment, you will submit a 2-page overview of your proposed topic. You will also identify 5-7 references that are related to your proposed topic; list the
references in APA style and attach to your 2-page proposal. Further details will be provided in class.

4. **Final Paper:** Each student will individually write and submit an original research paper as a culminating final project for KIN 251. The final paper should include: 1) a solid introduction and rationale, 2) a streamlined, comprehensive literature review, 3) a methods section, and 4) preliminary results and conclusions section. While there are no set limits, the suggested length of this paper is 25-30 double-spaced pages. Papers must follow current APA style throughout.

5. **Midterm and final exams:** Exams may consist of multiple choice, short answer and essay questions based on the class material.

### Assessment Methods and Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Grade Earned</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Collection</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper Proposal</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly Canvas Posts and</td>
<td>20</td>
<td></td>
<td>Posts by Mon night/Seminar in class weekly</td>
</tr>
<tr>
<td>Seminar Participation</td>
<td></td>
<td></td>
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<tr>
<td>Midterm Exam</td>
<td>15</td>
<td></td>
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<tr>
<td>Final Paper</td>
<td>30</td>
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<tr>
<td>Final Exam</td>
<td>20</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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### Final Grading Scale

To determine the final grade for the class, the following grading scale will be used based on the final cumulative percentage earned for all assignments.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>100-97%</td>
</tr>
<tr>
<td>A</td>
<td>96.9-93%</td>
</tr>
<tr>
<td>A-</td>
<td>92.9-90%</td>
</tr>
<tr>
<td>B+</td>
<td>89.9-87%</td>
</tr>
<tr>
<td>B</td>
<td>86.9-83%</td>
</tr>
<tr>
<td>B-</td>
<td>82.9-80%</td>
</tr>
<tr>
<td>C+</td>
<td>79.9-77%</td>
</tr>
<tr>
<td>C</td>
<td>76.9-73%</td>
</tr>
<tr>
<td>C-</td>
<td>72.9-70%</td>
</tr>
<tr>
<td>D+</td>
<td>69.9-67%</td>
</tr>
<tr>
<td>D</td>
<td>66.9-63%</td>
</tr>
<tr>
<td>D-</td>
<td>62.9-60%</td>
</tr>
<tr>
<td>F</td>
<td>59-0%</td>
</tr>
<tr>
<td></td>
<td>Unsatisfactory</td>
</tr>
</tbody>
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Fundamentals of Qualitative Research, KIN 251-01, Fall 2016
University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

Dropping and Adding

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an
appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of
writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
Course Schedule, KIN 251, Fall 2016

This is a tentative schedule and as such is subject to change with fair notice. Advance notice for any changes will be provided by the professor.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment(s) Due/Guest Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/30</td>
<td>Introduction to qualitative research process</td>
<td>Sparkes &amp; Smith (2014), Ch. 1 Nagy Hesse-Biber &amp; Leavy (2011)</td>
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<tr>
<td>5</td>
<td>9/27</td>
<td>Ethnography data collection and analysis</td>
<td>Tedlock (2000) Angrosino (2009), chs 1&amp;2</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10/18</td>
<td>Discuss proposals Take Midterm</td>
<td>Study!</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignment(s) Due/Guest Speakers</td>
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</tbody>
</table>
| 9    | 10/25| Thematic Data Analysis | Creswell (2016)  
Sparkes & Smith (2014), Ch. 5  
MMA transcripts (example of rough coding) | |
| 10   | 11/1 | Thematic Data Analysis (cont.) | TBA | |
| 11   | 11/8 | Thematic Data Analysis (cont); Literature review writing | Drayer, et al. (2010)  
Creswell (2016)  
Others TBA | |
| 12   | 11/15| Evaluating qualitative research; mixed methods | Tracy (2010)  
Sparkes & Smith, ch. 7 (2014)  
Cresswell & Plano Clark (2011), Ch. 1 & 2 | |
| 13   | 11/22| Writing practices in qualitative research (voice, style, etc.); ethics | Richardson & St. Pierre (2005)  
Tseng (2000)  
Smith & Sparkes (2005)  
and/or other TBA | |
| 14   | 11/29| Focus Groups | Flick (2015)  
johnson, Butryn, & Masucci (2013)  
Others TBA | |
| 15   | 12/6 | Discuss final papers and final exam | No readings  
Time to write | Final papers due Friday, 12/9 10pm To Canvas |
| Final Exam | 12/20 | 19:45-22:00 (7:45-10pm) | In accordance with University Final Exam Schedule | |