

San José State University
CASA/Department of Kinesiology
KIN 251, Fundamentals of Qualitative Research in
Kinesiology, Section 01, Spring 2015

Instructors:	Dr. Jessica W. Chin
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Office Hours:	M/W 9:30 – 10:30 am & by appointment
Class Days/Time:	Tuesdays 4:00-6:45 pm
Classroom:	MacQuarrie Hall (MQH) 322

MYSJSU Messaging and Online Access to Course Materials

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. Also, course materials, such as the greensheet (syllabus) and major assignment handouts may be found on Canvas. For more information on setting up your account go to <http://www.sjsu.edu/at/ec/>.

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.

Required Readings

Emerson, R., Fretz, R., & Shaw, L. (2011). *Writing ethnographic fieldnotes, 2nd ed.* Chicago: The University of Chicago Press.

*Note: This book is also available in e-format (i.e., through Kindle).

Other readings will be available electronically—either posted on Canvas or retrievable through the library's electronic databases or an internet resource.

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 site for topic-specific information.
- Only under extreme circumstances will an “incomplete” grade be assessed.
- Regular engagement in group activities and discussion is expected.
- Papers shall 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 including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, 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.

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. You may use this assignment as a pilot to the data collection you will complete for your final paper. Data from this assignment will *not* be used in the paper. 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. Students will also gain credit by providing contributions to in-class discussions and activities that reflect a careful reading of the assigned articles and book chapters.
3. *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 comprehensive literature review, 3) a methods section, and 4) preliminary results and conclusions. While there are no set limits, the suggested length of this paper is 25-30 double-spaced pages. Papers are required to follow current APA style throughout.
4. *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 4-6 references that are related to your proposed topic; list the references in APA style and attach to your 2-page proposal. Prior to the administration of the midterm, we will have a class discussion of the proposals. Further details will be provided in class.
5. *Midterm and final exams:* Exams may consist of multiple choice, short answer and essay questions based on class material.

Assessment Methods and Evaluation

Assignment	Percentage	Grade Earned	Due Date
Data Collection #1	5		
Weekly In-class Contributions	20		
Weekly Canvas Posts	10		
Midterm Exam	15		
Final Paper, Incl. Proposal	30		

Final Exam	20		
TOTAL	100		

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.*

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.

A+ = 100-97%	A = 96.9-93%	A- = 92.9-90%
B+ = 89.9-87%	B = 86.9-83%	B- = 82.9-80%
C+ = 79.9-77%	C = 76.9-73%	C- = 72.9-70%
D+ = 69.9-67%	D = 66.9-63%	D- = 62.9-60%
F = 59.9-0%		

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) 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), <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.”
- “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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) 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](http://peerconnections.sjsu.edu) 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](http://www.sjsu.edu/writingcenter) 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](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Course Schedule, KIN 251, Spring 2015

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.

Week	Date	Topic	Readings	Assignment(s) Due
1	1/27	Introduction to qualitative research process	Vertinsky (2009)	
2	2/3	Interpretivist paradigm, Identifying a problem, Writing chapter 1	Denzin & Lincoln (2003) Nagy Hesse-Biber & Leavy (2011) Sparkes & Smith, Ch. 2 (2014) Creswell (2007) [optional]	
3	2/10	Ethnography; Issues in cross-cultural research I	Tedlock (2000) Emerson, Fretz, and Shaw (2011), chs. 1-2	
4	2/17	Data Collection Review and Practice	Emerson, Fretz, and Shaw (2011), chs. 3-4	
5	2/24	Existential Phenomenology	Dale (1996) Dale (2000) Clegg & Butryn (2009) Clegg (2010) (Reference for final papers; don't need to read whole paper)	
6	3/3	Interviewing	Marshall & Rossman , Chs. 2&3 (2006) Berg (2004) Sparkes & Smith (2014) Ch. 4	*Pre-proposals due
7	3/10	Media Analysis	Plymire (2005) Kian et al (2008) Masucci & Butryn (2013)	
8	3/17	Midterm	Study!	
	3/24	SPRING BREAK		
	3/31	Cesar Chavez Day- Campus Closed		*Proposals due to Canvas by 7pm

9	3/31	Thematic Data Analysis; <i>Writing chapter 2</i>	Gratton & Jones, Ch. 13 (2004) Cote et al. (1993) Carson & Polman (2008)	
10	4/7	<i>Writing chapter 3</i> ; Thematic data analysis cont.	Drayer, et al. (2010) MMA transcripts	*Data collection due
11	4/14	Research and data collection issues	Emerson, Fretz, & Shaw (2011), Ch. 5 Witcher (2007) Angrosino & Perez (2000)	
12	4/21	Evaluating qualitative research; Establishing rigor	Miyata & Kai (2009) Maxwell, ch. 6 (2005) Marshall & Rossman, ch. 7 (1999) http://www.qualres.org/HomeEval-3664.html [Reference] Chwalisz, Shah, & Hand (2008) [optional]	
13	4/28	Writing practices in qualitative research (voice, style, etc.); ethics	Emerson, Fretz, & Shaw (2011), ch. 7 Smith & Sparkes (2005) Silk (2008) Richardson & St. Pierre (2005)	
14	5/5	Focus groups; Add'l methods; Discuss final papers and final exam	johnson, Butryn, & Masucci (2013) Tseng (2000) Additional readings TBA	
15	5/12	TBA		Final papers due Friday, 5/15
Final Exam	5/19 5:15-7:30 pm		In accordance with University Final Exam Schedule	

Note that University policy F69-24 states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because

active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”