

San José State University
CHHS/Department of Kinesiology
KIN 251 (3-units), Fundamentals of Qualitative Research
in Kinesiology, Section 01, Spring 2021

Instructor:	Dr. Jessica Chin
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Office Hours:	M/W 9:30-10:30 am (online via video conference) Use this link to book an appointment: https://drchin.youcanbook.me
Class Days/Time:	W 4:00 - 6:45 pm
Classroom:	Virtual (online zoom meeting)

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.

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

1. Publication manual of the American Psychological Association (2010) (6th ed).
APA: Washington, DC.

2. All readings will be available electronically--either posted on Canvas, retrievable through the library's electronic databases, or from 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* 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 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. 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 (20%). Students are also expected to provide contributions to in-class discussions and activities that reflect a careful reading of the assigned articles and book chapters (5%).
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 clear introduction and rationale, 2) a *minimum* 10-12-page literature review with appropriate subsections, 3) a detailed methods section, and 4) a preliminary results and discussion section. While there are no set limits, the minimum page length is 15 total pages to ensure that the 3,000 word GWAR requirement is met. Papers must follow current APA style throughout. Failure to follow APA style will result in grade reduction. *Along with receiving feedback on the pre-proposal and proposal, students will also receive feedback during multiple classes, and during individual meetings during office hours. A detailed lecture (Powerpoint on Canvas) on the components of the paper will be provided mid-way through the semester in class.*
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

Assignment	Percentage	Grade Earned	Due Date
Data Collection	10		
Paper Proposal	5		
Final Paper	30		
Weekly Canvas Posts	20		Tuesday 8 pm weekly
Class Participation	5		
Midterm Exam	15		
Final Exam	15		
TOTAL	100		

NOTE: Class participation is assessed based on the level to which students meet the following criteria: 1) regularly contribute and actively participate to in-class discussions and activities, 2) develop and share critical questions and responses *prior to* and during class, 3) synthesize content and make connections across readings and semester, 4) exhibit professional behavior and demeanor.

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 plus = 97% to 100	A = 93 to 96.9%	A minus = 90 to 92.9%
B plus = 87 to 89.9%	B = 83 to 86.9%	B minus = 80 to 82.9%
C plus = 77 to 79.9%	C = 73 to 76.9%	C minus = 70 to 72.9%
D plus = 67 to 69.9%	D = 63 to 66.9%	D minus = 60 to 62.9%
F = 59 to 0%		

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 the Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Make sure to review these university policies and resources.

The syllabus page contains information relevant to all courses at SJSU.

[General Expectations, Rights and Responsibilities of the Student](#)

[Workload and Credit Hour Requirements](#)

[Attendance and Participation](#)

[Timely Feedback on Class Assignments](#)

[Accommodation to Students' Religious Holidays](#)

[Dropping and Adding](#)

[Consent for Recording of Class and Public Sharing of Instructor Material](#)

[Academic integrity](#)

[Campus Policy in Compliance with the American Disabilities Act](#)

[Student Technology Resources](#)

[SJSU Peer Connections](#)

[SJSU Writing Center](#)

[SJSU Counseling and Psychological Services](#)

Exam protocols

Exams will be proctored in this course through Respondus LockDown Browser. Please note it is the instructor's discretion to determine the method of proctoring. If cheating is suspected the proctoring data may be used for further inspection and may become part of the student's disciplinary record. Note that the proctoring software does not determine whether academic misconduct occurred, but does determine whether something irregular occurred that may require further investigation. Students are encouraged to contact the instructor if unexpected interruptions (from a parent or roommate, for example) occur during an exam.

Academic Integrity and Ethical Student Conduct

Students who are suspected of cheating during an exam or plagiarizing any work submitted to this class will be referred to the Office of Student Conduct and Ethical Development and depending on the severity of the conduct, will receive a zero on the assignment or a grade of F in the course. Grade forgiveness does not apply to courses for which the original grade was the result of a finding of academic misconduct.

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording). Students are not allowed to record without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12--7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Technology Requirements

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi

during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

Zoom Classroom Etiquette

- Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be Mindful of Background Noise and Distractions: Find a quiet place to “attend” class, to the greatest extent possible.
- *Avoid video setups where people may be walking behind you, people talking/making noise, etc.
- *Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- Position Your Camera Properly: Be sure your webcam is in a stable position and focused at eye level.
- Limit Your Distractions/Avoid Multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).

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- Use Appropriate Virtual Backgrounds: If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

Online Exams Testing Environment: Setup(example)

- No earbuds, headphones, or headsets visible.
- The environment is free of other people besides the student taking the test.
- If students need scratch paper for the test, they should present the front and back of a blank scratch paper to the camera before the test.
- No other browser or windows besides Canvas opened.
- A workplace that is clear of clutter (i.e., reference materials, notes, textbooks, cellphone, tablets, smart watches, monitors, keyboards, gaming consoles, etc.)
- Well--lit environment. Can see the students’ eyes and their whole face. Avoid having backlight from a window or other light source opposite the camera.
- Personal calculators --indicate if permitted.

Testing Environment: Before students access the test questions, they are expected to conduct a scan around their testing environment to verify that there are no materials that would give the student an unfair advantage during the test.

Technical difficulties and internet connection issues:

Canvas autosaves responses a few times per minute as long as there is an internet connection. If your internet connection is lost, Canvas will warn you but allow you to continue working on your exam. A brief loss of internet connection is unlikely to cause you to lose your work. However, a longer loss of connectivity or weak/unstable connection may jeopardize your exam. Other technical difficulties: Immediately email the instructor a current copy of the state of your exam and explain the problem you are facing. Your instructor may not be able to respond immediately or provide technical support. However, the copy of your exam and email will provide a record of the situation.

Contact the SJSU technical support for Canvas

Technical Support for Canvas

Email: ecampus@sjsu.edu

Phone: (408) 924--2337

<https://www.sjsu.edu/ecampus/support/>

- If possible, complete your exam in the remaining allotted time, offline if necessary. Email your exam to your instructor within the allotted time or soon after.

Course Schedule, KIN 251, Spring 2021

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	Introductions and laying the groundwork		
2	2/3	Introduction to qualitative research process	Sparkes & Smith (2014), Ch 1 Nagy Hesse-Biber & Leavy (2011)	
3	2/10	Paradigms of knowledge	Creswell (2013) Ch 2 Creswell (2016) Ch 6	
4	2/17	Identifying a research problem; Designing a study Writing chapter 1	Creswell (2013) Ch 3 Sparkes & Smith (2014), Chs 2&3	
5	2/24	Interviewing	Creswell Ch 3 Sparkes & Smith (2014), Chs 4	Guest Speaker
6	3/3	Phenomenology	Smith (2017) Ch 17 Interpretative Phenomenological Analysis Grace & Butryn (2019)	*Pre-proposals due
7	3/10	Ethnography data collection and analysis Participant-observation	Angrosino (2009) Chs.1&2 Tedlock (2000) Crockett (2017) Chasing Rx	
8	3/17	Data Collection Review and Practice Writing chapter 2 (lit review)	Creswell (2016) Literature Map Tsang (2000)	*Proposals due
9	3/24	Take Midterm	Study!	*Midterm
10	3/31	SPRING	BREAK	
11	4/7	Media Analysis; <i>Discuss proposals</i>	Millington & Wilson (2017) Masucci & Butryn (2013) McGannon, McMahon, & Price (2017)	

Week	Date	Topic	Readings	Assignment(s) Due
12	4/14	Basics of Qualitative Data Analysis; Writing Ch. 3; <i>Components of final paper (PPT on Canvas)</i>	Braun, Clarke, & Weat, Ch 15 Creswell (2016), Ch 18 Russell (thesis) [optional]-- focus on intro and methods	*Data Collection Due
13	4/21	Evaluating qualitative research Establishing rigor <i>Discuss final papers</i>	Tracey (2010) Qual Inquiry Sparkes & Smith, Ch 7 (2014)	
14	4/28	Writing practices in qualitative research (voice, style, etc.); Ethics	Creswell (2016), Chs 24-27 Hagger (2012)	
15	5/5	Individual/small group paper meetings	Catch-up	
16	5/12	Discuss final papers and final exam; course wrap-up	TBD	Final papers due Mon 5/17
Final Exam	Tuesday, May 25	2:45 – 5pm	In accordance with University Final Exam Schedule (Group I)	

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.”