Summer 5W2 – 2025

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| HNRS 4100: Qualitative Research Methodology |

**Instructor Information:**

Dr. Julie Leventhal, CFLE

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Office: Sage 310-C

Office Phone: (940) 565-2255

Office Hours:Since this is an online course, the best way to contact me is by email and I typically respond to emails within 24 hours. I will be in Europe during the entirety of this course but if/when needed, we can easily schedule virtual meetings through various mediums.

**Required Textbook:**

Saldaña, J., & Omasta, M. (2021). *Qualitative research: Analyzing life* (2nd ed.)*.* Sage Publications

Additional articles and/or online readings that illustrate a variety of qualitative research methods in use may be assigned and will be posted on Canvas.

**Course Description & Prerequisites**

Students will learn how to identify approaches and elements of qualitative research design. Specific qualitative approaches -- ethnography, field research, phenomenology, grounded theory, and case study -- will be included to help students learn how to investigate the social world. Students will also explore qualitative data collection techniques, such as observations, interviews, content analysis, and other sources of data, as well as methods for analyzing qualitative data. This course is especially ideal for students interested in participating in undergraduate research and/or writing an honors thesis.

While it has not officially been entered into the catalog yet, there are some upcoming pre-reqs for this course that are still relevant now. To be successful in this course, you need to have taken HNRS 1500 or some previous research methods course where you have covered the basics of writing a research proposal (at the college level). Even though the proposal drafts in this class are just that -- drafts -- you still need to understand the process of writing about literature in order to complete the work at the 4000-level.

**Course Level Goals and Objectives**

After completion of this course, students will be able to:

* Describe various qualitative research approaches and identify strengths/weaknesses associated with each.
* Explain ethical codes of conduct and standards for conducting qualitative research with human subjects.
* Describe a variety of qualitative data collection techniques, such as interviewing, ethnographic field observations, and content analysis.

**Course Level Goals and Objectives (continued)**

* Design a qualitative research project by formulating a research question and selecting the appropriate research design to explore a selected topic.
* Prepare a research proposal that includes an introduction, literature review, and proposed methodology for data collection.
* Evaluate qualitative research and research design through course readings and peer review of research proposals.

**Course Requirements**

1. In an online class such as this, students are expected to keep up with the weekly readings and additional course information posted on Canvas at https://unt.instructure.com/. In addition to the readings listed on the course calendar, there may be supplemental readings or videos posted on Canvas within the learning modules to help you with assignments and/or exams.

Additional readings, activities, videos/lectures, and complementary resources will be assigned throughout the course to help students gain hands-on experience in various qualitative methods and analysis techniques.

1. **Reading Review (RR) –** Over the course of the semester, students will be required to complete **five** Reading Reviews in a discussion board format. You will be asked to submit a short comment and/or question regarding the assigned readings for that week/module. Specific prompts and questions will be provided on Canvas. RR assignments must be posted by **Wednesday at 11:59 pm** (CST). Since late submissions will not be accepted, do not wait until the last minute to submit your postings in case you have any questions or potential problems. Reading Reviews are worth a total of **20%** of your final grade.

*\*\*\* Important note! Look ahead and plan ahead. The Reading Reviews are not assignments you can wait until the last minute to complete! \*\*\**

1. **Methodology Assignment (MA) –** Over the course of the semester, students will be required to complete **five** Methodology Assignments, also in a discussion board format (similar to the RRs but separate assignments).Specific assignment instructions will be provided on Canvas. MAs must be posted by **Wednesday at 11:59 pm** (CST). Since late submissions will not be accepted, do not wait until the last minute to submit your postings in case you have any questions or potential problems. Methodology Assignments are worth a total of **20%** of your final grade.

*\*\*\* Important note! Look ahead and plan ahead. The Methodology Assignments are also not assignments you can wait until the last minute to complete! \*\*\**

1. **Qualitative Research Proposal –** Each student will complete a qualitative research proposal that contains an introduction, literature review, research questions, and proposed methodology. The *first draft* of this proposal should be approximately 3 pages long, contain an introduction of the research topic/brief literature review, research questions, and a tentative outline for your methodology. This draft will then be peer reviewed by a classmate and the instructor and this peer review will be graded. The *second draft* of this proposal should build off the first draft and reviews provided, be a minimum of 6 pages long, contain a completed introduction/literature review, research questions, methodology, and proposed data collection. More specific guidelines and a grading rubric will be provided on Canvas. The first draft is worth **20%** of your final grade, the peer review is worth **15%** of your final grade, and your second draft is worth **25%** of your final grade**.**

Success in this course on all the aforementioned requirements is your choice! If you choose to be successful, I will be happy to help you. If you do not choose to be successful, I will honor your choice. Every student has the potential to succeed in this class.

**Course Evaluation**

In short, final grades will be based on the following: The following grading scale will be used:

Reading Reviews 20%

Methodology Assignments 20% 89.5-100% A

First Draft of Proposal 20% 79.5-89.4% B

Peer Review 15% 69.5-79.4% C

Second Draft of Proposal (Final Submission) 25% 59.5-69.4% D

Total 100% Below 59.4% F

**Academic Integrity and Professional Conduct**

It is expected that students will conform to the University of North Texas Code of Student Conduct and Discipline as outlined in the undergraduate catalog and online through the Center for Student Rights and Responsibilities. Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam and possible grade consequences for the class; a second offense may result in an automatic “F” for the course. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

**Acceptable Student Behavior**

Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. This includes displaying respect for peers and faculty, accepting personal responsibility for coming to class, maintaining class notes, and completing given assignments. Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [http://deanofstudents.unt.edu.](http://deanofstudents.unt.edu/)

**ADA Statement**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding

your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Access website at [http://disability.unt.edu.](http://disability.unt.edu/) You may also contact them by phone at (940) 565‐4323.

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| **HNRS 4100 – Qualitative Research**  (Topics and dates are subject to change) | | | |
| **Date** | **Topics** | **Readings** | **Assignments** |
| **Week 1**  06/23 – 06/28  **Module 1**  **Module 2**  **Module 3**  **Module 4** | Introduction to the Course  Introduction to Qualitative Research  Qualitative Methodologies  Research Questions | Syllabus  Chapter 1  Chapter 6  Chapter 7 | **Reading Review 1**   * Initial post due Wednesday at 11:59 pm. * Reply due Sunday at 11:59 pm.   **Reading Review 2**   * Initial post due Wednesday at 11:59 pm. * Reply due Sunday at 11:59 pm.   **Reading Review 3**   * Initial post due Wednesday at 11:59 pm. * Reply due Sunday at 11:59 pm. |
| **Week 2**  06/29 – 07/05  **Module 5**  **Module 6**  **Module 7** | Ethics in Qualitative Research  Participant Observation  Ethnography | Chapter 8  Chapter 2  Johl & Renganathan (2010)  Birks et al. (2008)  Reeves (2010) | **Methodology Assignment 1**   * Initial post due Wednesday at 11:59 pm. * Reply due Sunday at 11:59 pm.   **Methodology Assignment 2**   * Initial post due Wednesday at 11:59 pm. * Reply due Sunday at 11:59 pm.   **Proposal Draft 1**   * Due **Friday** (July 4th) by 11:59 pm. |
| **Week 3**  07/06– 07/12  **Module 8**  **Module 9**  **Module 10** | Interviews  Focus Groups  Content Analysis | Chapter 4  Chapter 5  Hermanowicz (2002)  Thind et al. (2019)  Falk et al. (2009)  OR  Grana & Ling (2014) | **Methodology Assignment 3**   * Initial post due Wednesday at 11:59 pm. * Reply due Sunday at 11:59 pm.   **Methodology Assignment 4**   * Initial post due Wednesday at 11:59 pm. * Reply due Sunday at 11:59 pm.   **Proposal Peer Review**   * Due **Friday** (July 11th) by 11:59 pm. |
| **Week 4**  07/13 – 07/19  **Module 11**  **Module 12** | Documents/Artifacts/Visual Materials  Case Study | Chapter 3  LaVoulle (2015)  Roll & Bowers (2017)  Snyder (2012) | **Reading Review 4**   * Initial post due Wednesday at 11:59 pm. * Reply due Sunday at 11:59 pm.   **Reading Review 5**   * Initial post due Wednesday at 11:59 pm. * Reply due Sunday at 11:59 pm. |
| **Week 5**  07/20 – 07/25  **Module 13**  **Module 14** | Data Analysis  Writing Up Results  Research Proposals | Chapter 9  Chapter 10  Berger (2015)  Mullins & Preyde (2013)  Chapter 11  Chapter 12 | **Proposal Draft 2 (Final)**   * Due **Sunday** (July 20th) by 11:59 pm.   **Methodology Assignment 5**   * Initial post due Wednesday at 11:59 pm. * Reply due **Friday** at 11:59 pm.   **Please note the different due dates for the MA reply (FRIDAY) and Proposal Draft 2 (SUNDAY) due to the end of the semester.** |

**\*\*\* YOU** are the person responsible for completing course requirements on time every week. \*\*\*

**Additional Readings List (provided on Canvas)**

Berger, R. (2015). Now I see it, now I don’t: Researcher’s position and reflexivity in qualitative research. *Qualitative Research, 15*(2), 219-234. doi: 10.1177/1468794112468475

Birks, M., Chapman, Y., & Francis, K. (2008). Memoing in qualitative research: Probing data and processes. *Journal of Research in Nursing, 13*(1), 68-75. doi: 10.1177/ 1744987107081254

Falk, G., Brynhildsen, J., & Ivarsson, A. B. (2009). Contraceptive counselling to teenagers at abortion visits – A qualitative content analysis. *The European Journal of Contraception and Reproductive Health Care, 14*(5), 357-364. doi: 10.3109/13625180903171815

Grana, R. A., Ling, P. M. (2014). “Smoking revolution”: A content analysis of electronic cigarette retail websites. *American Journal of Preventative Medicine, 46*(4), 395-403. doi: 10.1016/j.amepre. 2013.12.010

Hermanowicz, J. C. (2002). The great interview: 25 strategies for studying people in bed. *Qualitative Sociology, 25*(4), 479-499.

Johl, S. K., & Renganathan, S. (2010). Strategies for gaining access in doing fieldwork: Reflection of two researchers. *The Electronic Journal of Business Research Methods, 8*(1), 42-50.

LaVoulle, C. (2015). Above the drum: A study of visual imagery used to represent the changes in hip-hop. *Sage Research Methods Cases.* doi: 10.4135/978144627305014536125

Mullins, L., & Preyde, M. (2013). The lived experience of students with an invisible disability at a Canadian university. *Disability and Society, 28*(2), 147-160. doi: 10.1080/09687599 .2012.752127

Reeves, C. L. (2010). A difficult negotiation: Fieldwork relations with gatekeepers. *Qualitative Research, 10*(3), 315-331. doi: 10.1177/1468794109360150

Roll, A. E., & Bowers, B. J. (2017). Promoting healthy aging of individuals with developmental disabilities: A qualitative case study. *Western Journal of Nursing Research, 39*(2), 234-251. doi: 10.1177/0193945916668329

Snyder, C. (2012). A case study of a case study: Analysis of a robust qualitative research methodology. *The Qualitative Report, 17*(13), 1-21.

Thind, H., Rosen, R. K., Barnett, N. P., Walaska, K., Traficante, R., & Bock, B. C. (2019). A qualitative examination of drinking patterns among community college students. *Journal of American College Health.* doi: 10.1080/07448481.2019.1661421

**Syllabus Addendum**

The following are important tips/guidelines/requirements that will ensure your success in this class:

1. DO read the syllabus and the assignment guidelines carefully. I do my best to lay everything out for you all in those documents. If you read and follow them carefully, you will successfully complete all the major requirements for the course. Everything you ever needed to know about the class (i.e., course schedule, my office hours, my office location) is provided in the syllabus. All the information you need regarding how to submit your papers is provided to you in each of the assignment documents.
2. If you ever have any questions about anything in the assignment guidelines or other course documents, ASK! I want to help you do well in this class and providing clarification to you all is one way for me to do that.
3. **DO check Canvas and your UNT email. I will post important updates and information through the announcements on Canvas and may send class emails to your UNT account (external to Canvas). You will miss extremely important information if you do not check the emails I send.**
4. At the end of the semester, do NOT ask me to change your grade. That would be unethical and unfair to every student that has earned his/her given grade.
5. Deadlines are deadlines for a reason. I will NOT accept late papers and your paper will be considered late the first minute after the given deadline has passed. For example, if the deadline is 11:59 pm, you will not be able to submit your paper at 12:15 am because 1) the system will not let you and 2) I will NOT accept it.
6. **There are lots of varying due dates and it is all done within a very condensed timeframe. While some of you may prefer to have everything due all at once within a given week, the varying due dates and times are purposeful. Please follow the syllabus schedule closely to make sure each assignment/requirement is completed on-time.**
7. Submit your papers in a WORD DOCUMENT (make sure it is a .doc, .docx, or .rtf format so that I can actually open it). I will NOT have my mac with me so if you use one and cannot convert to Word, let me know and we can figure out feedback in either PDF or Google Docs. If I cannot open your paper, I cannot grade it.
8. I will return your paper and/or feedback to you through the Canvas assignment dropbox. When I do this, DO look at them. I will provide feedback on why you received that specific grade. Make sure to look at that feedback before asking me what you did wrong. If I deducted points, I will tell you why. Use that feedback to make improvements on future papers so that you do not get points counted off again for a similar mistake.
9. Sometimes comments and tracked changes don’t show up if you use Google Docs. If you don’t see anything in your returned draft, let me know immediately and we will figure out an alternative.