

Tamkang University Academic Year 101, 2nd Semester
Course Syllabus

Course Title	Qualitative Research Methods		Instructor	Jia-ling Yau	
Department/Year/Class		Course Details			
English Department/2013/graduate course		<input type="checkbox"/> Required <input type="checkbox"/> Selective	<input type="checkbox"/> 0 (One Semester) <input type="checkbox"/> 1 (1st Semester) <input checked="" type="checkbox"/> 2 (2nd Semester) <input type="checkbox"/> 3 (3rd Semester)	Credits	3
Aim of Education			Core Competences		
<p>Train students with advanced English language and educational research capacities, so they devote themselves to the professional areas of literature, education and so forth.</p>			<p>TRACK A: 1.Foster the ability to delve into a specialized knowledge of literature. 2.Nurture the ability to do original research. 3. Cultivate professional ethics and social responsibility.</p> <p>TRACK B: 1. Develop original English teaching and research 2. Utilize qualitative and quantitative research concepts and methods to plan, implement, analyze and write about English teaching and pertinent research. 3.Cultivate language teaching ethics and social responsibility.</p>		
<p>Course Introduction (50 to 100 words)</p>	<p>This course aims at providing a general overview of the qualitative research methods in terms of project design, data collection, analyses, and writing up. Topics to be covered in the course include four genres: (1) ethnography, (2) phenomenological study, (3) socio-communication study, and (4) case study. The students will have opportunity to (1) read and evaluate published qualitative studies, (2) integrate qualitative research methodologies into their overall research design, and (3) examine the appropriateness of methodologies in doing research in the field of language education.</p>				

The Relevance among Teaching Objectives, Objective Levels and Core Competences

I. Objective Levels (select applicable ones) :

(I) Cognitive Domain : C1 Remembering · C2 Understanding · C3 Applying · C4 Analyzing · C5 Evaluating · C6 Creating

(II) Psychomotor Domain : P1 Imitation · P2 Mechanism · P3 Independent Operation · P4 Linked Operation · P5 Automation · P6 Origination

(III) Affective Domain : A1 Receiving · A2 Responding · A3 Valuing · A4 Organizing · A5 Charaterizing · A6 Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Core Competences :

- (I) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objectives. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (II) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (III) Determine the core competences that correspond to each teaching objective. Each objective may correspond to one or more core competences at a time. (For example, if one objective corresponds to three core competences: A, AD, and BEF, list all of the three in the box.)

Teaching objectives	Relevance	
	Objective Levels	Core Competences
1 Develop students' professional abilities in conducting a qualitative study.	I	C6
2 Enable students to comprehend a variety of qualitative methods.	I	C2
3		
4		
5		
6		
7		
8		

Teaching Objectives, Teaching Methods and Assessment

Teaching Objectives	Teaching Methods	Assessment
1 Foster a holistic learning process by putting equal emphasis on theory and practice.	Presentations and Discussion	Critical readings
2		
3		
4		
5		
6		

7			
8			
This course has been designed to cultivate the following essential qualities in TKU students.			
Essential Qualities of TKU Students		Description	
<input type="checkbox"/> global perspectives		翻譯建構中	
<input type="checkbox"/> a vision for the future			
<input type="checkbox"/> information literacy			
<input type="checkbox"/> ethical and moral principles			
<input type="checkbox"/> independent thinking			
<input type="checkbox"/> an awareness of healthy living			
<input type="checkbox"/> effective teamwork			
<input type="checkbox"/> an appreciation of the arts			
Course Schedule			
Week	Date	Subject/Topics	Note
1	Feb. 19	Course Introduction The Nature of Qualitative Inquiry	
2	March 26	Designing Qualitative	
3	Mar. 5	Interviewing	
4	Mar. 12	Focus Group Interviewing	
5	Mar. 19	Ethnographic Field Strategies	
6	Mar. 26	Action Research	
7	Apr. 2	Historiography and Oral Traditions	
8	Apr. 9	Case Studies	
9	Apr. 16	Unobtrusive Measures	
10	Apr. 23	Content Analysis	
11	Apr. 30	Grounded Theory	
12	May 7	Individual Conferences	
13	May 14	Individual Conference	
14	May 21	Individual Conference	
15	May 28	Individual Conference	
16	June 4	Individual Conference	
17	June 11	Individual Conference	
18	June 18	Final Project Presentations	
Requirement			
Teaching Facility	x <input type="checkbox"/> Computer x <input type="checkbox"/> Overhead Projector <input type="checkbox"/> Other (_____)		
Textbook(s)	Berg, B. L. (2009). <i>Qualitative Research methods for the social sciences</i> . Boston: Pearson.		

Suggested Readings	<p>Richards, Keith (2003). <i>Qualitative inquiry in TESOL</i>. New York: Palgrave Macmillan.</p> <p>Rossmann, G. B., & Rallis, S. F. (2003). <i>Learning in the field: An introduction to qualitative research (2nd edition)</i>. Thousand Oaks, CA: Sage.</p> <p>Denzin, N. K., & Lincoln, Y. S. (2011). <i>The Sage handbook of qualitative research</i>. Los Angeles: Sage.</p> <p>J. Richardson (1996) (Ed.). <i>Handbook of qualitative research methods for psychology and the social sciences</i>. Oxford, UK: Blackwell.</p>
Number of Assignment(s)	1. reflection papers; 2. a research proposal; 3. final research paper; weekly presentations
Grading Policy	<p>A. Writing activities</p> <p>(1) Each student will submit three reflection papers concerning the assigned readings. Each paper is about one or two pages in length 10%</p> <p>(2) Research proposal (including research rationale, questions, and the review of literature) 20%</p> <p>(3) a summary of research method (data collection, analysis) and findings 20%</p> <p>(4) Full paper (overall quality) 20%</p> <p>B. Presentations of book chapter and journal articles 30%</p> <p>Each student will be responsible for choosing at least one book chapter for summary presentation in class. The twenty-minute oral presentation should summarize and critique the designated chapter or article read. Additionally, each student will take turns leading group activities from the assigned readings in the required texts for class discussion.</p>
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/index.asp.</p> <p>✘Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>