

Tamkang University Academic Year 102, 1st Semester Course Syllabus

Course Title	QUALITATIVE RESEARCH	Instructor	GUTIERREZ JANNETTE WANG
Course Class	TPAXB4A DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE, 4A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 2 Credits
D e p a r t m e n t a l t e a c h i n g o b j e c t i v e s			
To Develop Students' Abilities of English Language and Communication.			
D e p a r t m e n t a l c o r e c o m p e t e n c e s			
<ul style="list-style-type: none"> A. To Have the Ability of Communicating in English. B. To Have the Ability of Applying Practical English. C. To Have the Ability of Solving Questions. D. To Have the Ability of Analyzing Data. E. To Have the Ability of Understanding Culture. F. To Have the Ability of Teamwork. 			
Course Introduction	<p>Qualitative research is a multimethods approach to the study of social interactions in natural settings. It involves the collection and analysis of empirical information from multiple sources such as first-person accounts, life histories, visual records, semi-structured and open-ended interviews, informal and formal observations, biographical and autobiographical materials, among others. Through triangulation of methods, the researcher attempts to make sense of, or interpret, phenomena in terms of the meanings people bring to them.</p>		

The Relevance among Teaching Objectives, Objective Levels and Departmental 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 Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. 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 Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	Define qualitative inquiry and relate it to its theoretical and philosophical basesDefine and explain the vocabulary of qualitative inquiry and explain the significance of its basic concepts.Determine the conditions and questions for which a qualitative study is most appropriate. Design and conduct a qualitative study.	A3	ABCDEF

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Define qualitative inquiry and relate it to its theoretical and philosophical basesDefine and explain the vocabulary of qualitative inquiry and explain the significance of its basic concepts.Determine the conditions and questions for which a qualitative study is most appropriate. Design and conduct a qualitative study.	Lecture, Discussion, Problem solving	Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◆ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◆ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	102/09/16~ 102/09/22	Introduction	Leedy, Chapter 1,2
2	102/09/23~ 102/09/29	The Problem: The Heart of the Research Process	Leedy, Chapter 3
3	102/09/30~ 102/10/06	The Review of the Related Literature	Leedy, Chapter 4
4	102/10/07~ 102/10/13	Planning Your Research Design	Leedy, Chapter 5
5	102/10/14~ 102/10/20	Writing the Research Proposal	Leedy, Chapter 6
6	102/10/21~ 102/10/27	Qualitative Research	Leedy, Chapter 7
7	102/10/28~ 102/11/03	Practice: Interview	
8	102/11/04~ 102/11/10	Practice: Observation/校外教學	
9	102/11/11~ 102/11/17	Review	
10	102/11/18~ 102/11/24	Midterm Exam Week	
11	102/11/25~ 102/12/01	Data Analysis	
12	102/12/02~ 102/12/08	Technical Details: Style, format, and organization of the research report	Leedy, Chapter 12

13	102/12/09~ 102/12/15	Alternative Approach	Invited Speaker
14	102/12/16~ 102/12/22	Writing up Seminar	
15	102/12/23~ 102/12/29	Writing up Seminar	
16	102/12/30~ 103/01/05	調到10/23 演講：如何製作一份超完美簡報-聽世界第一的專家如何做到	
17	103/01/06~ 103/01/12	Final Report Presentations	
18	103/01/13~ 103/01/19	Final Exam Week	
Requirement	Students are expected to attend and participate in all sessions of this class in which you are enrolled. Students are advised to notify the instructor- in advance whenever possible -of any absence. The instructor of this class has the authority to assign an FN (failure for non-attendance) for any student who has never attended or who has stopped attending and who did not officially drop/withdraw.		
Teaching Facility	Computer, Projector		
Textbook(s)	Leedy, Paul D. & Ormrod, Jeanne E., (2005), Practical Research: Planning and Design (8th Edition), Upper Saddle River, N.J.: Prentice Hall.		
Reference(s)			
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : % ◆ Mark of Usual : % ◆ Midterm Exam : % ◆ Final Exam : 50.0 % ◆ Other 〈Research Project〉 : 50.0 %		
Note	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/CS/main.php . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.		