**Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).**
*See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/ for a complete description of the rules governing curriculum & course changes.*

## TRIAL COURSE OR NEW COURSE PROPOSAL
### (Attach copy of syllabus)

**SUBMITTED BY:**

| | | | |
|---|---|---|---|
| **Department** | Alaska Native Studies and Rural Development | **College/School** | CRCD |
| **Prepared by** | Jennifer Carroll | **Phone** | 907-474-5405 |
| **Email Contact** | jlcarroll@alaska.edu | **Faculty Contact** | Jennifer Carroll |

**1. ACTION DESIRED (CHECK ONE):**    Trial Course [ ]    New Course [X]

**2. COURSE IDENTIFICATION:**    Dept: **RD**    Course #: **340**    No. of Credits: **3**

Justify upper/lower division status & number of credits:
**This course is part of the Rural Development core sequence of skill building classes and gives students the research skills needed to do community-based work. It meets the requirements for a three credit class.**

**3. PROPOSED COURSE TITLE:** **Community Research Toolbox**

**4. To be CROSS LISTED? YES/NO**    **No**    If yes, Dept: _____    Course # _____

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

**5. To be STACKED?\* YES/NO**    **No**    If yes, Dept. _____    Course # _____

**How will the two course levels differ from each other? How will each be taught at the appropriate level?:**

\* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

**6. FREQUENCY OF OFFERING:**    **Spring**

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

**7. SEMESTER & YEAR OF FIRST OFFERING** (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)

**Spring 2020 - this course is a new core requirement. We do not expect students under the new catalog requirements to reach this level until 2020. We will adjust start as necessary.**

## 8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

| COURSE FORMAT: (check all that apply) | | 1 | | 2 | | 3 | | 4 | | 5 | X | 6 weeks to full semester |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

| OTHER FORMAT (specify) | |
|---|---|
| Mode of delivery (specify lecture, field trips, labs, etc) | **Lecture** |

| | | | |
|---|---|---|---|
| **3** LECTURE hours/weeks | | LAB hours /week | PRACTICUM hours /week |

Note: # of credits are based on contact hours.  800 minutes of lecture=1 credit.  2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit.  2400-4800 minutes of practicum=1 credit.  2400-8000 minutes of internship=1 credit. This must match with the syllabus. See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/ for more information on number of credits.

OTHER HOURS (specify type)

10. <u>COMPLETE</u> CATALOG DESCRIPTION *including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):*

*Example of a <u>complete</u> description:*

**FISH F487 W, O   Fisheries Management**
   **3 Credits    Offered Spring**
   **Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor.*  Cross-listed with NRM F487. (3+0)**

> ## RD F340   Community Research Toolbox (a)
> 3 Credits
> Offered Spring
> Community research approaches and techniques. Emphasis on the role and need for community-based research and ethical issues associated with it. Students use a hands-on approach to learn about research techniques including interviewing, surveying, and utilizing existing data in support of community-based research. This course will emphasize academic writing as well as written and oral communication with community audiences.
>
> **Prerequisites:** RD 225.
>
> **Lecture + Lab + Other:** 3 + 0 + 0

11.  *COURSE CLASSIFICATIONS*: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

| H = Humanities | | S = Social Sciences | |
|---|---|---|---|

| | YES: | NO: | X |
|---|---|---|---|
| Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form**. | | | |

IF YES, check which core requirements it could be used to fulfill:

| O = Oral Intensive, **Format 6** | | W = Writing Intensive, **Format 7** | | X = Baccalaureate Core | |
|---|---|---|---|---|---|

**11.A  Is course content related to northern, arctic or circumpolar studies? If yes, a          "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.**

| YES | **X** | NO | |
|---|---|---|---|

12.  *COURSE REPEATABILITY:*

| Is this course repeatable for credit? | **YES** | | **NO** | X |
|---|---|---|---|---|

| Justification:  Indicate why the course can be repeated (for example, the course follows a different theme each time). | |
|---|---|

| How many times may the course be repeated for credit? | | **TIMES** |
|---|---|---|
| If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course? | | **CREDITS** |
| If the course can be repeated with <u>variable</u> credit, what is the maximum number of credit hours that may be earned for this course? | | **CREDITS** |

**13. GRADING SYSTEM:** *Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.*

**LETTER:** **X**       **PASS/FAIL:** [ ]

**RESTRICTIONS ON ENROLLMENT (if any)**

| **14. PREREQUISITES** | **RD 225.** |
|---|---|

These will be *required* before the student is allowed to enroll in the course.

| **15. SPECIAL RESTRICTIONS, CONDITIONS** | **None** |
|---|---|

| **16. PROPOSED COURSE FEES** | **$none** |
|---|---|

Has a memo been submitted through your dean to the Provost for fee approval?
**Yes/No** [ ]

**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?
**Yes/No** — **No**

If yes, give semester, year, course #, etc.: [ ]

**18. ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

**Rural Development has the faculty and facilities to offer this course.**

**19. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No [ **X** ]  Yes [ ]  **No additional materials are required. It would be very helpful if the Library could subscribe to Sage Research Methods, as UAA does, but they indicate they do not have the funds.**

**20. IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action?
*Include information on the Programs/Departments contacted (e.g., email, memo)*

**None anticipated.**

**21. POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

**This course supports the restructuring of the RD core to emphasize skill building and spread oral and written communication development throughout the program. It is possible that students who take a significantly longer time to graduate may find that their required course, RD 350 (which this course will ultimately replace), is no longer offered. We will deal with that situation through petitions. Otherwise, there should be no other negative impacts.**

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

**This course is part of the redesign of Rural Development Core courses to emphasize building students' community and rural development toolkits through skill building. It expands the research methods portion of RD 350 Community Based Research in Indigenous Contexts. RD 350 will be dropped when the majority of students are in the AY 17/18 catalog or later.**

**Currently RD 350 fulfills multiple roles in the Rural Development program. It is an oral intensive course, introduces students to research techniques, and provides students with the opportunity to design their senior project. This is too much to do well in one course.**

As a part of our new Communications plan the oral communication learning outcomes will be shared between a series of courses. A new course, RD 225 Communicating for Rural Development, has been created to introduce students to the oral and written communication styles needed in the rural development field. In addition, courses throughout the Rural Development curriculum are being designated as emphasizing some aspect of oral communication and RD 475 Senior Project will be the capstone course for both the written and oral communication learning outcomes. RD 340, as part of the Rural Development core curriculum, will emphasize academic writing and written and oral communication with community audiences.

Senior project course design will be moved to the new course RD 474 Applied Community Research. This course will allow students to fully design their senior project building upon the tools provided in RD 340.

What remains with RD 340 will be the techniques. Students will be able to practice the research techniques learned in the class as well as look more closely at community based research as an approach. By spreading students' learning of research techniques, design, and application over three semesters students will be able to come closer to the type of community research the department promotes.

*APPROVALS: Add additional signature lines as needed.*

| | Date | |
|---|---|---|
| Signature, Chair, Program/Department of: | | |

| | Date | |
|---|---|---|
| Signature, Chair, College/School Curriculum Council for: | | |

| | Date | |
|---|---|---|
| Signature, Dean, College/School of: | | |

**Offerings above the level of approved programs must be approved in advance by the Provost.**

| | Date | |
|---|---|---|
| Signature of Provost (if above level of approved programs) | | |

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

| | Date | |
|---|---|---|
| Signature, Chair<br>Faculty Senate Review Committee: ___Curriculum Review ___GAAC<br><br>___Core Review ___SADAC | | |

*ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)*

| | Date | |
|---|---|---|
| Signature, Chair, Program/Department of: **Alaska Native Studies and Rural Development** | | |

| | Date | |
|---|---|---|
| Signature, Chair, College/School Curriculum Council for: **ural and Community Development** | | |

| | Date | |
|---|---|---|

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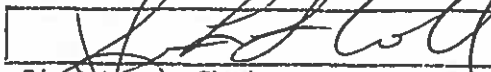
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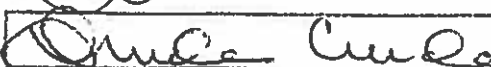
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Format 1 RD 340

APPROVALS: Add additional signature lines as needed.

| | Date | 10/17/16 |
|---|---|---|
| Signature, Chair, Program/Department of: | DANSRD | |
| | Date | 10/14/16 |
| Signature, Chair, College/School Curriculum Council for: | Rural Community Development | |
| | for Beth Running | Date | 10/17/16 |
| Signature, Dean, College/School of: | CRCD | |

Offerings above the level of approved programs must be approved in advance by the Provost.

| | Date | |
|---|---|---|

**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at:
http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be <u>denied</u>.

SYLLABUS CHECKLIST FOR ALL UAF COURSES
During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**
   ❑Title, ❑ number, ❑credits, ❑prerequisites, ❑ location, ❑ meeting time (make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**
   ❑ Name, ❑ office location, ❑ office hours, ❑ telephone, ❑ email address.

**3. Course readings/materials:**
   ❑ Course textbook title, ❑ author, ❑ edition/publisher.
   ❑ Supplementary readings (indicate whether ❑ required or ❑ recommended) and
   ❑ any supplies required.

**4. Course description:**
   ❑ Content of the course and how it fits into the broader curriculum;
   ❑ Expected proficiencies required to undertake the course, if applicable.
   ❑ Inclusion of catalog description is *strongly* recommended, and
   ❑ Description in syllabus must be consistent with catalog course description.

**5. ❑ Course Goals (general), and (see #6)**

**6. ❑ Student Learning Outcomes (more specific)**

**7. Instructional methods:**
   ❑ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**
   ❑ A schedule of class topics and assignments must be included. <u>Be specific</u> so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**
   ❑ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**
   ❑ Specify how students will be evaluated, ❑what factors will be included, ❑ their relative value, and ❑how they will be tabulated into grades (on a curve, absolute scores, etc.) ❑ Publicize UAF regulations with regard to the grades of "C" and below <u>as applicable</u> to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":
http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

**11. Support Services:**
   ❑ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated.**
http://www.uaf.edu/disability/faculty/ The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.
   ❑ State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655)to provide reasonable accommodation to students with disabilities.

Note: Optional Title IX syllabus statement may be used. See http://uaf.edu/oeo/aa-eo/   08/24/2016

# Spring XXXX

**Class Schedule:**
**Instructor:** Jennifer L.L. Carroll
**Address:** 323 Brooks Building
305 Tanana Loop, Fairbanks, AK 99775
PO Box 756500, Fairbanks, AK 99775-6500
**Office Hours**: TBA
**Phone:** (907) 474-5405, (888) 574-6528
**Fax**: (907) 474-6325
**e-mail:** jlcarroll@alaska.edu

This class will be delivered through audio-conference and Collaborate, an online presentation system within Blackboard. You have **two** options for the audio portion of the class:

- Use the audio-conference system through the telephone.
- Use your computer's audio system with Collaborate.
- My preference is that you call in using the telephone and use Collaborate just for the visuals and chat.

**Audio Information**
**Call-in number:** Toll-free dial-in number (U.S. and Canada): (866) 832-7806
International dial-in number: (330) 595-1371
**Participant conference code**: 1577413
**Recording Playback:** You can get the recording through Collaborate. The entire session, audio and visual, is recorded together.

**Collaborate Information:** You can find the link to our Collaborate sessions in Blackboard (5th button on the left). You will need to log into Blackboard before class and begin your Collaborate session by clicking the button and following the instructions. The purpose of using Collaborate for this class is to provide you with images and outlines to go with the discussions as well as providing you with a platform to share visuals for your presentations. I will record our sessions using Collaborate.

**Blackboard Information**
**Blackboard link:**    **http://classes.uaf.edu/**
**Organization of Course:**
**Announcements**: This is the "homepage" of the site and any announcements will be there.
**Syllabus and Book Links:** You will find the syllabus and link to one required textbook here.
**Course Modules**: You will find any online readings and other links for each module/topic area here.
**Contact Information:** contact information for me.
**Assignments:** You will submit your assignments in links here.
**Collaborate:** Takes you to the Collaborate dashboard with scheduled course sessions.

# Rural Development 340: Community Research Toolbox

## <u>Course Information</u>

**Pre-requisites:** RD 225

**Course Description:** Community research approaches and techniques. Emphasis on the role and need for community-based research and ethical issues associated with it. Students use a hands-on approach to learn about research techniques including interviewing, surveying, and utilizing existing data in support of community-based research. This course will emphasize academic writing as well as written and oral communication with community audiences.

**Course Overview**: This course will introduce the student to various research methods through both academic sources and hands on practice and discuss how these methods may be adopted in community-based research practice. Practice research conducted in this class will be covered by a "Certified Instructor" application in IRB.net and all work will be conducted in accordance with Institutional Review Board standards.

**Course Goals:** Students will learn basic research methods through hands-on practice. They will learn how these methods are used in community-based research settings and will practice writing and presenting research. Students will also learn about ethical issues in research, particularly in relation to Indigenous peoples.

**Student Learning Outcomes:** Upon completion of this course students will be able to:

- define and describe various research methods and analysis
- design basic research questions
- conduct basic research methods
- identify and evaluate existing resources for research
- assess research methods for different types of inquiry
- demonstrate academic writing skills
- demonstrate written and oral communication skills for community audiences

**Course Format:** This is primarily a seminar style course conducted via audio-conference and Blackboard/Collaborate (information on first page). For most classes I will spend some time each class using a traditional lecture format to introduce or expand on each topic. The rest of the time will be spent in discussion. The class also includes student presentations.

**Class Expectations**
Assigned readings should be read before class so that everyone will gain the most from the class through group participation and discussion.

As upper-division students, each should expect to become an active participant in the learning process, each bring their own experiences into the course discussions.  Ask questions, read critically, be open to new ideas, and respectfully challenge assumptions.  To make in-class contributions, each student will need to attend class regularly, read the assignments, and be fully prepared to participate in class discussions.

## Required Texts/Materials

Chilisa, Bagele
2012 Indigenous Research Methodologies. Sage Publications, Inc. ISBN-13: 978-1412958820

Miles, Matthew B., A. Michael Huberman, Johnny Saldana
2014 Qualitative Data Analysis: A Methods Sourcebook, Third Edition. Sage Publications,
         Inc. ISBN-13: 978-1452257877

## Other

Guyette, Susan. (1983).  Community Based Research-Handbook for Native Americans.  This handbook is out of print but is FREE and on-line. I have made the link available in Blackboard.

Additional readings are posted on Blackboard and may also be added as we move through the course and in response to student interest.

## **Support**

**Support/Disability Services:**  In addition to Fairbanks-based support services, each rural region provides different support services.  If you are not sure where to get what you need you can talk to me or call your regional campus for information.

**Disability Services**
The Office of Disability Services (http://www.uaf.edu/disability/) implements the Americans with Disabilities Act (ADA) and ensures that UAF students have equal access to the campus and course materials. I will work with the Office of Disability Services (208 Whitaker Building, (907) 474-5655) to provide reasonable accommodations to students with disabilities

**Academic Services**
- Academic Advising Center: (907) 474-6396; http://www.uaf.edu/advising

- UAF Writing Center: (907) 474-5314; FAX 1-800-478-5348; http://www.uaf.edu/english/writingcenter

- Rasmuson Library Off-campus Services: 1-800-478-5348; http://www.uaf.edu/library/offcampus

- The UAF Speaking Center; 907-474-5470

**UAF Harassment Policy:** University of Alaska Board of Regents  have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska  If you believe you  are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior.  If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident.  Your choices for reporting include:
1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 474-7721.

# Course Requirements

**Assignments/Course Grade Components:**
**Attendance and Participation**: It is important that each student join in class discussion. We all bring a unique perspective to the class and we will all learn more if everyone participates. Each student is allotted two absences for any reason during the course (please don't be absent during your scheduled presentations), after which absences will begin to affect your grade.

**Research method design, write-up, and presentation:** Each student will practice three (3) separate research methods in the categories of utilizing existing data, oral interview methods, and observational methods. Each student will:
- Choose a topic (one topic).
- Design a question around that topic for each research method.
- Analyze and write up the results of each method.
- Present the process and results of each method in class.

**Group Project:** We will do a group survey or questionnaire project for this class. As a class you will:
- Choose a topic
- Choose a target population/sampling strategy
- Choose a method for conducting the survey or questionnaire
- Design the survey or questionnaire
- Deploy the survey or questionnaire
- Analyze the survey or questionnaire (individually)
- Write-up on experience (individually)
- Share individual analysis in class

**Terminology Crossword:** a fun crossword puzzle with research terms.

**Collaborative Institutional Training Initiative (CITI) Human Subjects Research Education Program:** You will complete the Students in Research training. This is an introductory training course. I will not "grade" this. You just need to complete the training and provide me with evidence (an e-mail from CITI) that shows you completed the training. You can access the site through the UAF IRB training page (http://www.uaf.edu/irb/training/). The link will also be provided in Blackboard.

**Final Paper:** final paper that discusses various research methods including the values or deficits of each method. Full APA format is required.

**Due Dates:** All assignments are due by midnight the day they are due as indicated in the course schedule.

**Exam: THERE ARE NO EXAMS FOR THIS CLASS.**

**Grading:** Your grade will be based on the following:

| | |
|---|---|
| Method Write-ups (3) | 30% |
| Methods Presentations (3) | 30% |
| Group Project | |
|     Participation | 10% |
|     Analysis (written) | 05% |
|     Presentation | 05% |
| Terminology Crossword | 05% |
| CITI Training | 05% |
| Final Paper | 10% |
| Total | 100% |

**Calculating your grade\*:** I will be using +/- grades in this class.

A + : 97 -100 %    A : 93-96 %    A - : 90-92 % *
B + : 87-89 %    B : 83-86%    B - : 80-82 %
C + : 77-79 %    C : 73-76 %    C - : 70-72 %
D + : 67-69 %    D : 63-66 %    D - : 60-62 %
F : below 60%

**\* To receive a grade above a B+ in this class you must use APA format for your final paper AND complete the CITI Training.**

**Plagiarism/Cheating/Academic Integrity:**
Plagiarism (copying other people's material without proper attribution) is not acceptable. This includes copying from websites. Students who plagiarize will be withdrawn from the class and may face disciplinary action. Please see the Student Code of Conduct in the University of Alaska Fairbanks 2007-2008 Catalog, page 80, and at http://www.uaf.edu/catalog/catalog_07-08/academics/regs3.html#Student_Rights on the UAF website.

## Course Outline/Schedule (subject to change)

| Week | Date | Topic | Readings |
|------|------|-------|----------|
| 1 | | T: Introductions and review of course syllabus<br>TH: Introduction to Research Methods | • Syllabus<br>• Miles et al: Chapter 1 "The Substantive Start" |
| 2 | | T: Theory and Practice<br>TH: Research Ethics | • Chilisa: Chapter 4 "Postcolonial Indigenous Research Paradigms"<br>• Walter and Andersen: Introduction (in Bb)<br>• Guyette: Chapter 1 "The Nature of Research"<br>• Miles et al: Chapter 3 "Ethical Issues in Analysis"<br>• Rose: Chapter 12 Ethics and Visual Research Methodologies (in Bb) |
| 3 | | T: Introduction to Surveys and Questionnaires<br>TH: Sampling Strategies | • Guyette: Chapter 3 "Survey Research"<br>• Miles et al: Chapter 2 Research Design and Management |
| 4 | | T: Designing Surveys and Questionnaires<br>TH: Group Project design<br><br>**Terminology Crossword due Friday** | • Schofield: "Survey Sampling" (in Bb)<br>• Harvard University: "Program on Survey Research Questionairre Design Tip sheet" (in Bb) |
| 5 | | T: Introduction to Existing Data<br>TH: Evaluating Existing Data | • Miles et al: Chapter 11 "Drawing and Verifying Conclusions"<br>• Walter and Anderson: Chapter 1 "Deficit Indigines" (in Bb) and Chapter 6 "Conclusion - Indigenous Peoples and Statistics" (in Bb) |
| 6 | | T: Identifying Appropriate Existing Data (includes discussion on your existing data project)<br>TH: Integrating and Analyzing Existing Data | • Altheide and Johnson: "Criteria for Assessing Interpretive Validity in Qualitative Research (in Bb)<br>• Wickwire: "On Evaluating Ethnographic Representations; the case of the Okanagan of south central British Columbia" (in Bb)<br>• Jules-Rosetta: "The Veil of Objectivity: Prophesy, Divination, and Social Inquiry" and Summerside's response (in Bb) |
| 7 | | T/TH: Existing Data Presentations<br><br>**Existing Data Write-up due Monday** | |

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| | | Spring Break | |
| 8 | | T/TH: Approaches to analyzing surveys and questionnaires | • Miles et al: Chapter 4 "Fundamentals of Qualitative Data Analysis" and "Part Two - Displaying the Data" |
| 9 | | T: Introduction to Observational Research Methods<br>TH: Types of Observational Methods | • Mack et al: Module 2 "Participant Observation" (in Bb)<br>• Adler and Adler: "Observational Techniques" (in Bb)<br>• Atkinson and Hammersley: "Ethnography and Participant Observation" (in Bb)<br>• Miles et al: "Part Two - Displaying the Data" |
| 10 | | T: Designing Observational Studies (includes in class work on your observational study design)<br>TH: Approaches to analyzing observational data | |
| 11 | | T/TH: Observational Method Presentations<br><br>**Observational Write-up due Monday** | |
| 12 | | T: Introduction to Oral Interview<br>TH: Types of Oral Interviews | • Yow: "Interviewing Techniques" (inBb)<br>• Ritchie: Videotaping Oral History" (in Bb)<br>• Fontan and Frey: "The Interview - From Neutral Stance to Political Involvement" (in Bb)<br>• Mack et al: Module 3 "In-Depth Interviews" and 4 "Focus Groups"<br>• Jacob and Furgerson: "Writing Interview Protocols and Conducting Interviews: Tips for Students New to the Field of Qualitative Research" (in Bb) |
| 13 | | T: Designing Oral Interviews (includes in class work on your interview design)<br>TH: Approaches to analyzing oral interviews | |
| 14 | | T/TH: Oral Interview Presentations<br><br>**Oral Interview Write-up due Monday** | |
| 15 | | T/TH: Group project presentations and discussion<br><br>**Survey Write-up due Monday**<br><br>**Final Paper due Friday** | |