



SOCL19069 Social Research Methods

Term 2 - 2018

Profile information current as at 26/04/2024 09:01 pm

All details in this unit profile for SOCL19069 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit familiarises students with the practice of researching and the collection of data. Through the development of core skills, students are introduced to both qualitative and quantitative methods. Links between theory and social research methods are investigated in an effort to understand the production and analysis of social research data. At the end of the unit students should be able to critically assess and analyse the application and use of appropriate research methods. Within this framework students should be able to devise and undertake a social survey, understand and explain the application of both quantitative and qualitative research methods, and be able to use both quantitative and qualitative approaches to their research.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

SOCL11055 Sociology of Australian Society

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2018

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**

Weighting: 20%

2. **Written Assessment**

Weighting: 40%

3. **Written Assessment**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

[Feedback from Moodle site](#)

Feedback

I would like to start off by saying thank you very much for this term Lena, it has been an honour to have been a part of this class and have enjoyed this unit to the fullest!

Recommendation

Continue delivering a high quality course.

Feedback from Moodle site**Feedback**

I thought this was one of my favourite subjects. The power points and lectures were very useful. We provide with assignments that were easy to decipher and the material we had read supported our learning.

Recommendation

Continue delivering a high quality course.

Feedback from Moodle site**Feedback**

The lecturer's knowledge and ability to reply to emails and forum posts in a timely manner.

Recommendation

Continue to reply to student queries in a timely manner.

Feedback from Moodle site**Feedback**

Large selection of assessment topics.

Recommendation

Continue providing a good selection of topics.

Feedback from Moodle site**Feedback**

This unit was set out very neatly, just right, sometimes too much information can be as overwhelming as no information. I think this unit had the perfect amount of information for the study and I liked that it had a textbook.

Recommendation

Continue providing the 'perfect amount of information'.

Feedback from Moodle site**Feedback**

I enjoyed the unit overall. The information was relevant and I learnt a great deal from the assessments.

Recommendation

Continue providing relevant information and assessments.

Feedback from Moodle site**Feedback**

The requirements for assessment tasks could have been better stated in the course profile.

Recommendation

I will clarify the requirements for assessment tasks in the course profile and the Moodle site.

Feedback from Moodle site**Feedback**

The assessment criteria could have provided more direction. It was a little unclear about what was required.

Recommendation

I will clarify the assessment criteria in the Moodle site.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Apply a range of skills and competencies that critically evaluate the use and application of research methods and the analysis of data.
2. Conduct a social survey.
3. Explain and discuss both the benefits and limitations of qualitative and quantitative research and their appropriate contexts for application, while having and understanding of the constraints and concerns associated with undertaking and supervising a research project.
4. Apply both qualitative and quantitative research techniques.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 20%	•	•	•	•
2 - Written Assessment - 40%	•	•	•	•
3 - Written Assessment - 40%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work				
6 - Information Technology Competence	•	•	•	•
7 - Cross Cultural Competence	•	•	•	•
8 - Ethical practice	•	•	•	•
9 - Social Innovation				

Graduate Attributes**Learning Outcomes****1 2 3 4****10 - Aboriginal and Torres Strait Islander Cultures****Alignment of Assessment Tasks to Graduate Attributes****Assessment Tasks****Graduate Attributes****1 2 3 4 5 6 7 8 9 10****1 - Online Quiz(zes) - 20%**

•	•	•	•		•	•	•		
•	•	•	•		•	•	•		
•	•	•	•		•	•	•		

2 - Written Assessment - 40%**3 - Written Assessment - 40%**

Textbooks and Resources

Textbooks

SOCL19069

Prescribed

Social Research Methods

Edition: 3rd (2013)

Authors: Walter, M.

Oxford University Press

South Melbourne , Victoria , AUSTRALIA

ISBN: 978-0-19-552017-0

Binding: Paperback

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Supplementary

Qualitative research methods for the social sciences

Edition: 9th (2017)

Authors: Berg, BL & Lune,H.

Pearson Education

Upper Saddle River , New Jersey , USA

ISBN: 9781292164397

Binding: Paperback

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Supplementary

Research for social workers

Edition: 3rd (2012)

Authors: Alston, M & Bowles, W.

Allen& Unwin

Sydney , NSW , Australia

ISBN: 9781742378893

Binding: Paperback

Additional Textbook Information

The supplementary texts are not compulsory but may assist students.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Lena Robinson Unit Coordinator

l.robinson@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Week 1 : What is research?	Textbook:Walter 2013 Chs 1 & 2; Reading 1-1: CRO- Babie 2010 pp.2-30	

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Week 2: What is quantitative research?	Textbook: Walter 2013 Chs 5, 6 & 8	

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Week 3: What is qualitative research?	Textbook: Walter 2013 Chs 10, 11 & 14	

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Week 4: The issue of ethics in research	Textbook: Walter 2013 Ch 4; Reading 1-2: CRO - Glesne & Peshkin 1992 pp. 109-125	

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Week 5: Quantitative and Qualitative Research - Similarities and Differences	Textbook: Walter 2013 Chs 2 & 3.	

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Week 6: Quantitative Research - Constructing and Conducting Surveys	Reading 2-1: CRO- Nardi 2003 pp. 66-106	Online Quiz Due: Week 6 Friday (24 Aug 2018) 10:00 pm AEST

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Week 7: Quantitative Research - Analysing the Data	Reading 2-2: CRO - Steinberg et al. 2000 pp. 198-211	

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Week 8: Quantitative Research - Presentation of Survey Results	Reading: 2-3: CRO - Bryman 2008 pp. 660-688, 2-4: CRO - Lunsford & Ede 1986 pp. 71-81	Social Survey Due: Week 8 Friday (7 Sept 2018) 11:45 pm AEST

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Week 9: Qualitative and Quantitative Research - Differences and Similarities	Reading: 3-1: CRO - Griffin & Phoenix 1994 pp. 287-298	

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Week 10: Qualitative Research - In-Depth interviewing methods	Reading: 3-2: CRO - Minichello et al. 1995 pp. 61-75 ; 3-3: CRO - Holstein & Gubrium 1997 pp. 113-129	

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Week 11: Qualitative research - Analysing the Data	Reading: 3-4: CRO - Mason 1996 pp. 135-163; 3-5: CRO - Huberman & Miles 1998 pp. 179-210; 3-6: CRO-Coffey et al. 1996 available on-line	

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Week 12: Qualitative Research - Writing Up the Data	Textbook: Walter 2013 Ch 16; Reading: 3-7: CRO - Liamputtong 2009 pp. 316-330	Interviewing and Analysis Due: Week 12 Friday (5 Oct 2018) 11:45 pm AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Assessment Tasks

1 Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

Multiple choice quiz - The quiz will be made available on Friday 24 August 2018 between the hours of 7.00 am and 10.00 pm (Australian Eastern Standard Time). Start the quiz a least 20 minutes before it closes or else you will be shut out of the quiz before you have completed your allotted time. The quiz will appear under 'Quizzes' in the 'Assessment' box, on the top left-hand side of the Moodle site for this unit; just click on the link, 'On-Line Quiz'. There are 20 questions, and each question is worth 1 mark. There is only one correct or best answer for each question. There are no penalties for incorrect answers. You will have 20 minutes to complete this quiz. You will only have one chance to complete the quiz. You cannot stop and resume the quiz later. To answer the question, simply click inside the circle next to the answer which you think is correct (a, b, c or d). For example: The current Prime Minister of Australia is:

- a. Julia Gillard
- b. John Howard
- c. Tony Abbott
- d. Malcolm Turnbull

If you experience any problems accessing the quiz or completing the quiz please contact the Unit Co-ordinator BY EMAIL.

Do not panic.

The Unit Co-ordinator will be handling all student enquiries and will be available throughout the duration of the quiz.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 6 Friday (24 Aug 2018) 10:00 pm AEST

The quiz will be open from 7.00am - 10.00pm on the day

Return Date to Students

Week 6 Friday (24 Aug 2018)

Results are immediately available on submission of the quiz

Weighting

20%

Minimum mark or grade

To pass this unit you must complete and submit all pieces of assessment and achieve an aggregate mark of 50% or better

Assessment Criteria

Questions from the term's reading until the end of week 6 will be assessed by the quiz.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Apply a range of skills and competencies that critically evaluate the use and application of research methods and the analysis of data.
- Conduct a social survey.
- Explain and discuss both the benefits and limitations of qualitative and quantitative research and their appropriate contexts for application, while having and understanding of the constraints and concerns associated with undertaking and supervising a research project.
- Apply both qualitative and quantitative research techniques.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Social Survey

Assessment Type

Written Assessment

Task Description

Word limit: 2500 words

In this assessment students are required to: 1) select a sociological topic of interest from the list below; 2) explore the literature in this area; 3) identify a research question; 4) explain the significance/importance (justification) of this question; 5) explain and discuss the benefits and limitations of a quantitative survey; 6) compose the survey questions. Please note that you are not required to conduct a survey.

Research topics:

1. Refugees to Australia
2. Australian Indigenous people being added to the Constitution
3. University student funding in Australia
4. Complementary and alternative medicine
5. Elder abuse
6. Support for people with disability
7. Drug abuse

Assessment Due Date

Week 8 Friday (7 Sept 2018) 11:45 pm AEST

Return Date to Students

Week 10 Friday (21 Sept 2018)

Weighting

40%

Minimum mark or grade

To pass this unit you must complete and submit all pieces of assessment and achieve an aggregate mark of 50% or better

Assessment Criteria

At the completion of Assessment 2, students should be able to: Identify and justify their research question; construct a social survey; explain and discuss the benefits and limitations of quantitative surveys and the constraints and concerns associated with undertaking and supervising a research project.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Apply a range of skills and competencies that critically evaluate the use and application of research methods and the analysis of data.
- Conduct a social survey.
- Explain and discuss both the benefits and limitations of qualitative and quantitative research and their appropriate contexts for application, while having and understanding of the constraints and concerns associated with undertaking and supervising a research project.
- Apply both qualitative and quantitative research techniques.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Interviewing and Analysis

Assessment Type

Written Assessment

Task Description

Word limit: 2000 words

Your task is to develop a set of in-depth, open ended questions about your chosen topic and use the questions to conduct an interview. Please only interview an immediate family member or close friend for this piece of assessment. If in doubt, please check with the unit coordinator. Students need to demonstrate that they have given some thought to ethical considerations when conducting their interviews. The data you collect from the interview will then form the basis of a discussion and rationale for the choice of in-depth interview questions included in your interview schedule. An explanation of how your in-depth questions are intended to collect the required data should also be included in your assignment. In addition, you need to explain and discuss the benefits and limitations of qualitative in-depth interview research and the appropriate contexts for application. The assessment write up should consist of all the usual assignment items (cover sheet, synopsis, table of contents, references, etc.). Please include a copy of your in-depth open ended questions (and answers) in an Appendix. The Appendix is not included in the word count.

As with the first assignment, you can choose from the list below-

Research topics:

1. Refugees to Australia
2. Australian Indigenous people being added to the Constitution
3. University student funding in Australia
4. Complementary and alternative medicine
5. Elder abuse
6. Support for people with disability
7. Drug abuse

You are allowed to choose the same topic you selected for assignment one.

Assessment Due Date

Week 12 Friday (5 Oct 2018) 11:45 pm AEST

Return Date to Students

Exam Week Friday (19 Oct 2018)

Weighting

40%

Minimum mark or grade

To pass this unit you must complete and submit all pieces of assessment and achieve an aggregate mark of 50% or better

Assessment Criteria

At the completion of Assessment 3, students should be able to: Consider ethical issues when conducting in-depth qualitative interviews; explain and discuss the benefits and limitations of qualitative in- depth interviews and the appropriate contexts for application; construct in-depth open ended interview questions; and discuss and provide the rationale for choice of in-depth questions.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Apply a range of skills and competencies that critically evaluate the use and application of research methods and the analysis of data.
- Conduct a social survey.
- Explain and discuss both the benefits and limitations of qualitative and quantitative research and their appropriate contexts for application, while having and understanding of the constraints and concerns associated with undertaking and supervising a research project.
- Apply both qualitative and quantitative research techniques.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem