



SOCL19069 Social Research Methods

Term 2 - 2019

Profile information current as at 25/04/2024 04:42 pm

All details in this unit profile for SOCL19069 have been officially approved by CQUniversity 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.

Corrections

Unit Profile Correction added on 15-07-19

The marking rubrics for Assessment Two and Assessment Three have been amended to show the correct grade descriptions for the first criterion under the section Structure and Design.

The original rubrics for Assessment Two and Assessment Three contained this:

8.5-10 Excellent presentation of assignment, double spaced with Arial 11-point font. Title page included and correctly formatted. Contents page included and correctly formatted. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure is clear and easy to follow. (10%)	7.5-8.4 Excellent presentation of assignment, double spaced with Arial 11-point font. Title page included and correctly formatted. Contents page included and correctly formatted. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure is clear and easy to follow. (10%)	7.4-6.5 Excellent presentation of assignment, double spaced with Arial 11-point font. Title page included and correctly formatted. Contents page included and correctly formatted. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure is clear and easy to follow. (10%)	6.4-5.0 Excellent presentation of assignment, double spaced with Arial 11-point font. Title page included and correctly formatted. Contents page included and correctly formatted. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure is clear and easy to follow. (10%)	<5.0 Excellent presentation of assignment, double spaced with Arial 11-point font. Title page included and correctly formatted. Contents page included and correctly formatted. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure is clear and easy to follow. (10%)
--	---	---	---	--

The amended rubrics for Assessment Two and Assessment Three were replaced with:

8.5-10 Excellent presentation of assignment, double spaced with Arial 11-point font. Title page included and correctly formatted. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure are clear and easy to follow. (10%)	7.5-8.4 Good presented assignment, double spaced with Arial 11-point font. Title page included and correctly formatted. Minimal (1-2) critical errors with spelling, grammar and paragraph structure. Organisation and structure are clear and relatively easy to follow.	7.4-6.5 Competent presented assignment, double spaced with Arial 11-point font. Title page included with two errors. A few (3-4) critical errors with spelling, grammar or paragraph structure. Organisation and structure are appropriate and can be followed.	6.4-5.0 An adequately presented assignment, double spaced with Arial 11-point font. Title page included with >2 errors. Several (5-6) critical errors with spelling, grammar or paragraph structure. Organisation and structure apparent although not easy to follow.	<5.0 Poorly presented assignment where one or more of the following problems are present: double-spacing not used; Arial 11-point font not used, or Title page not included. Many (>6) errors with spelling, grammar or paragraph structure. Organisation and structure lacks clarity and are difficult to follow.
---	--	--	--	---

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 - 2019

- Online

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

Feedback

I found the assessments were a perfect introduction to social research. Having the freedom to choose the topic allowed for students to choose something of interest, therefore allowing the students focus to fall on the actual research methods. The Zoom sessions about the assessments were also of great value.

Recommendation

Continue to use similar assessments and Zoom sessions.

Feedback from Moodle**Feedback**

The co-ordinator was very engaging.

Recommendation

Continue to engage students.

Feedback from Moodle**Feedback**

There was ample opportunity to participate and share information and thoughts in the Q&A portal.

Recommendation

Continue to encourage students to share their thoughts in the Q&A site.

Feedback from Moodle**Feedback**

Overall Lena provided sufficient feedback to direct my future focus in the following assessments.

Recommendation

Continue to provide detailed feedback.

Feedback from Moodle**Feedback**

I was concerned with this unit at first, but now I have thoroughly enjoyed this unit and have gained so much knowledge. Thank you Lena Robinson for all your support and making this a wonderful unit to study.

Recommendation

Continue to deliver a stimulating and thought provoking unit.

Feedback from Moodle**Feedback**

I was a bit confused with the assessment 2 & 3 at times. After messaging the teacher she was able to give me a better understanding.

Recommendation

Clarify assessment tasks.

Feedback from Moodle**Feedback**

I believe that many students would benefit from being guided with a report structure and or previous example that explains clearly how to construct their assessment and what has previously worked well in the past.

Recommendation

Provide a template for the assessment structure.

Feedback from Moodle**Feedback**

In regards to Echo presentations, I felt that the information could have been supported with examples.

Recommendation

Provide more examples of practice implications.

Feedback from Moodle**Feedback**

I would have liked more feedback on my assessments.

Recommendation

Provide more detailed feedback on the assessments.

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: 978-0-10-552017-0

Binding: Paperback

SOCL19069

Supplementary

Qualitative Research Methods for the Social Sciences

Edition: 9th (2017)

Authors: Lune, H & Berg, BL

Pearson Higher Education

Upper Saddle River , New Jersey , USA

ISBN: 9781292164397

Binding: Paperback

SOCL19069

Supplementary

Research for Social Workers

Edition: 4th (2018)

Authors: Alston, M & Bowles, W

Allen & Unwin

Sydney , NSW , Australia

ISBN: 9781760297442

Binding: Paperback

[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

Susan Rockloff Unit Coordinator

s.rockloff@cqu.edu.au

Shane Hopkinson Unit Coordinator

s.hopkinson@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019		
Module/Topic	Chapter	Events and Submissions/Topic
What is research?	Textbook: Walter (2013) Ch 1 & 2 CRO Babbie (2010)	
Week 2 - 22 Jul 2019		
Module/Topic	Chapter	Events and Submissions/Topic
What is quantitative research?	Textbook: Walter (2013) Ch 5, 6 & 8	
Week 3 - 29 Jul 2019		
Module/Topic	Chapter	Events and Submissions/Topic
What is qualitative research?	Textbook: Walter (2013) Ch 10, 11 & 14	
Week 4 - 05 Aug 2019		
Module/Topic	Chapter	Events and Submissions/Topic
The role of ethics in research	Textbook: Walter (2013) Ch 4 CRO Glesne & Peshkin (1992)	
Week 5 - 12 Aug 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Quantitative and qualitative research - Similarities and differences	Textbook: Walter (2013) Ch 2 & 3	
Vacation Week - 19 Aug 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 26 Aug 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Quantitative research - Constructing and conducting surveys	CRO Nardi (2003)	Online Quiz Due: Week 6 Friday (30 Aug 2019) 10:00 pm AEST
Week 7 - 02 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Quantitative research - Analysing the data and presenting the survey results	CRO Steinberg et al. (2000) CRO Bryman (2008) CRO Lunsford & Ede (1986)	
Week 8 - 09 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Qualitative and quantitative research - Similarities and differences	CRO Griffin & Phoenix (1994)	Social Survey (Quantitative) Due: Week 8 Friday (13 Sept 2019) 5:00 pm AEST
Week 9 - 16 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Qualitative research - In-depth interviewing methods	CRO Minichello et al. (1995) CRO Holstein & Gubrium (1997)	
Week 10 - 23 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Qualitative research - Analysing the data	CRO Mason (1996) CRO Huberman & Miles (1998) CRO Coffey et al. (1996) available on-line	
Week 11 - 30 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Qualitative research - Writing up the data	Textbook: Walter (2013) Ch 16 CRO Liamputting (2009)	

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Evaluation Research	Textbook: Walter (2013) Ch.13	Interviewing and Analysis (Qualitative) Due: Week 12 Friday (11 Oct 2019) 5:00 pm AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Term Specific Information

To be eligible to pass this unit all assessment items must be attempted and submitted for marking.

Assessment Tasks

1 Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

The aim of this assessment is to test your understanding of the unit material covered in the first six weeks of the unit. In order to meet this aim, you are to engage in the weekly unit readings and material from Weeks 1-6, where a number of resources are offered that will support your learning for this assessment task.

You are required to answer 20 multiple choice questions in 20 minutes. Each question is worth 1 mark.

The quiz will be made available and visible to students on Friday, 30 August 2019 between the hours of 7.00am and 10.00pm (Australian Eastern Standard Time). You will need to allow 20 mins to complete the quiz so make sure you allow for this time. As the quiz closes at 10.00pm you should aim to start by 9.40pm at the very latest. 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 is only one correct or best answer to each question. There are no penalties for incorrect answers. 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). Some practice multiple choice questions will be available on the Moodle site.

For example - A hypothesis is:

- a) a statement which acts as the basis for further investigation*
- b) the methodological evaluation of research evidence
- c) a statement of the aims of an investigation
- d) all of these

NOTE: Each student will receive a customised quiz, chosen in a random fashion from a bank of questions, so that collusion will not be possible. If you experience any problems accessing the quiz or completing the quiz, please contact the Unit Coordinator by EMAIL. The Unit Coordinator will be handling all student enquiries and will be available throughout the duration of the quiz. Prior to starting the quiz ensure you have access to a reliable internet connection and won't be interrupted. It is recommended that you take the quiz during the hours of 7.30am and 6pm when the Technology and Services Assistance Centre (TASAC) are available to support any technical issues. In order to be eligible to pass the unit you must attempt and submit the quiz.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 6 Friday (30 Aug 2019) 10:00 pm AEST
The quiz will be open from 7 am -10 pm (AEST) on the day

Return Date to Students

Week 6 Friday (30 Aug 2019)
Results returned to students after the quiz has closed.

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

No Assessment Criteria

Referencing Style

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

Submission

Online

Submission Instructions

Complete and submit the quiz for marking before 10 pm (AEST).

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 an 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 (Quantitative)

Assessment Type

Written Assessment

Task Description

The aim of the assessment is to develop a quantitative social survey after reviewing the literature in the area and developing the research question. The purpose is for you to make connections between the unit material, a real-life research approach and use of research methods.

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. The number of questions you include in your survey will depend on your research question.

Note: You are not required to conduct the survey.

Select one of the following sociological topics to research:

1. Discrimination against refugees in rural Australia

2. Homelessness in the Indigenous Australian population
3. Bullying of youth on social media
4. Social isolation in older adults

Instructions to Students

When addressing the assignment topic, you will need to use contemporary literature (within the last 5 years) to support your discussion. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. References sourced from the world-wide-web must be from reputable websites such as from government, university, or peak national bodies. A minimum of seven (7) up-to-date references, including journal articles as well as relevant books and websites are to be used.

A 2000-word (plus or minus 10%) limit has been set for this assignment. Work that goes beyond the 10% will not be marked. The word count is measured from the first word of the introduction to the last word of the conclusion and includes in-text referencing. Not included in the word count are the title page and reference list.

You are also required to:

- Write in the third person
- Use double-line spacing and Arial 11-point font throughout
- Include a title page with student name, student number, unit code, unit name, term date and year, name of the unit coordinator, name of the assignment, the due date for submission, and actual word count.
- Include a reference list on a separate page at the end of your report correctly formatted to Harvard (author-date) referencing style
- Include a header with the page numbers and a footer with your student name and student number in a font style one size smaller than the body of your assignment
- Submit via SOCL19069 Social Research Methods Moodle site through Turnitin

Assessment Due Date

Week 8 Friday (13 Sept 2019) 5:00 pm AEST

Return Date to Students

Week 11 Monday (30 Sept 2019)

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

. These assessment criteria will be used to evaluate your assignment. It is important you refer to this table when preparing your assignment.

HD	D	C	P	F
Structure and Design (20%)				
8.5-10 Excellent presentation of assignment, double spaced with Arial 11-point font. Title page included and correctly formatted. Contents page included and correctly formatted. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure is clear and easy to follow. (10%)	7.5-8.4 Excellent presentation of assignment, double spaced with Arial 11-point font. Title page included and correctly formatted. Contents page included and correctly formatted. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure is clear and easy to follow. (10%)	7.4-6.5 Excellent presentation of assignment, double spaced with Arial 11-point font. Title page included and correctly formatted. Contents page included and correctly formatted. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure is clear and easy to follow. (10%)	6.4-5.0 Excellent presentation of assignment, double spaced with Arial 11-point font. Title page included and correctly formatted. Contents page included and correctly formatted. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure is clear and easy to follow. (10%)	<5.0 Excellent presentation of assignment, double spaced with Arial 11-point font. Title page included and correctly formatted. Contents page included and correctly formatted. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure is clear and easy to follow. (10%)
8.5-10 Clear and succinct introduction that introduces the topics for discussion and outlines the direction of the paper. Clear and succinct conclusion that outlines the main points and brings the discussion to a logical close. Adheres to prescribed word count. (10%)	7.5-8.4 Clear and appropriate introduction that introduces the topics for discussion and outlines the direction of the paper. Clear and appropriate conclusion that outlines the main points and brings the discussion to a close. Adheres to prescribed word count.	6.5-7.4 Appropriate introduction that introduces the topics for discussion and outlines the direction of the paper. Conclusion outlines most of the main points and endeavours to bring the discussion to a close. Adheres to prescribed word count.	5-6.4 Introduction is apparent but topics not clearly introduced. Conclusion apparent; attempts to outline some of the main points; and brings some sense of closure. Adheres to prescribed word count.	<5 No recognisable introduction or topics for discussion not introduced. No recognisable conclusion or main points discussed not summarised. Deviates significantly from prescribed word count (>+10% or <10%).
Approach and Argument (60%)				
12.75 -15 Content provides comprehensive and critical discussion of the literature in the chosen topic area. (15%)	11.25-12.6 Provides strong discussion that shows a strong understanding of the main points relating to the topic.	9.75-11.1 Provides appropriate discussion that demonstrates a solid understanding of most points relating to the topic.	7.5-9.6 Provides some relevant discussion that puts forward a sufficient understanding of several points relating to the topic.	<7.5 Content provides poor or inadequate discussion of the main points relating to the topic. A clear understanding of the basics is lacking.

12.75 -15 Identifies a research question and provides comprehensive and critical discussion of the significance (justification) of the question that demonstrates an extensive understanding of the topic. (15%)	11.25-12.6 Identifies a research question and provides strong discussion of the significance (justification) of the question that shows a strong understanding of the topic.	9.75-11.1 Identifies a research question and provides appropriate discussion of the significance (justification) of the question that demonstrates a solid understanding of most points relating to the topic.	7.5-9.6 Provides some relevant discussion of the significance (justification) of the question that puts forward a sufficient understanding of several points relating to the topic.	<7.5 Content provides poor or inadequate discussion of the significance (justification) of the question and the main points relating to the topic. A clear understanding of the basics is lacking.
12.75 -15 Provides comprehensive and critical discussion of the benefits and limitations of quantitative survey research and the appropriate context for application (15%)	11.25-12.6 Provides strong discussion of the benefits and limitations of quantitative survey research and the appropriate context for application	9.75-11.1 Provides appropriate discussion of the benefits and limitations of quantitative survey research and the appropriate context for application	7.5-9.6 Provides some relevant discussion of the benefits and limitations of quantitative survey research and the appropriate context for application	<7.5 Content provides poor or inadequate discussion of the benefits and limitations of quantitative survey research and does not consider the context for application.
12.75 -15 .Provides a clear purpose for the survey. The survey is well composed and has relevant survey questions. (15%)	11.25-12.6 Provides strong information on the purpose for the survey. The survey is composed appropriately and has relevant survey questions.	9.75-11.1 Provides appropriate information on the purpose for the survey. The survey is composed adequately and has relevant survey questions with only 1-2 errors.	7.5-9.6 Provides some relevant information on the purpose for the survey. The survey is mostly composed appropriately and has relevant survey questions with only 3-4 errors.	<7.5 Content provides poor clarity on the purpose for the survey. The survey is not composed appropriately and has numerous (>4) problems around the relevance or structure of the survey questions.

Referencing (20%)

5 Consistently integrates references to support and reflect all ideas, factual information and quotations. (5%)	4 Generally integrates references to support and reflect ideas, factual information and quotations with 1 or 2 exceptions.	3 Frequently integrates references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	2.5 Occasionally integrates references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	<2.5 Fails to or infrequent attempts (>6 errors) to integrate references to support & reflect ideas, factual information & quotations.
5 Consistently accurate with in-text referencing. (5%)	4 1-2 consistent in-text referencing errors identified.	3 3-4 consistent in-text referencing errors identified.	2.5 5-6 inconsistent in-text referencing errors identified.	<2.5 Referencing is not consistent with Harvard (author-date) style. >6 inaccuracies with in-text referencing.
5 A minimum of 10 up-to-date references used including 5 journal articles as well as relevant books and websites. (5%)	4 A minimum of 9 up-to-date references used including 4 journal articles as well as relevant books and websites.	3 A minimum of 8 up-to-date references used including 3 journal articles as well as relevant books and websites.	2.5 A minimum of 7 up-to-date references used including 2 journal articles as well as relevant books and websites.	<2.5 The required number of 7 references not used. Journal articles not sourced or not peer-reviewed. Most references not up-to-date. Chosen websites not credible.
5 Reference list appears in alphabetical order. Fully adheres to reference list presentation guidelines Harvard (author-date) style (5%)	4 Reference list appears in alphabetical order. Consistently adheres to reference list presentation guidelines Harvard (author-date) style. 1-2 consistent reference list errors	3 Reference list appears in alphabetical order. Frequently adheres to reference list presentation guidelines Harvard (author-date) style. 3-4 consistent reference list errors	2.5 Reference list appears in alphabetical order. Occasionally adheres to reference list presentation guidelines Harvard (author-date) style. 5-6 consistent reference list errors	<2.5 Reference list does not appear in alphabetical order. Does not adhere to reference list presentation guidelines Harvard (author-date) style >6 consistent reference list errors

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 (Qualitative)

Assessment Type

Written Assessment

Task Description

The aim of your assignment is to show consideration of ethical issues when conducting in-depth qualitative interviews;

to be able to explain and discuss the benefits and limitations of qualitative in-depth interviews and the appropriate contexts for application, to illustrate your ability to construct in-depth open-ended interview questions, and to discuss and provide the rationale for the choice of in-depth questions. The purpose of this assessment is for you to make connections between the unit material and real-life application of a qualitative research technique. In order to meet this aim, you are to engage in the weekly unit material and readings.

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. The data you collect from the interview will form the basis of your assessment discussion.

In this assessment students are required to:

- 1) Explain the ethical issues around conducting interviews
- 2) Discuss the rationale for the choice of in-depth interview questions included in your interview schedule and how your in-depth questions will provide the required data
- 3) Explain the benefits and limitations of qualitative in-depth interview research and the appropriate contexts for application
- 4) Identify a program or project that seeks to address the topic area you have chosen. Take a program evaluation approach and briefly explain the various evaluation parameters - the need for the evaluation, how the results would be used, what should be reported on, and what data (qualitative and/or quantitative) should be collected.

The assessment write-up should consist of all the assignment items listed in the previous assessment (title page, references, etc.). Do not identify the person interviewed by name but assign a pseudonym to the interview data collected and do not disclose any identifiers.

Please include a copy of the interview schedule with your in-depth open-ended questions (and answers) in an Appendix. The Appendix is not included in the word count.

As with Assessment 2, you can choose one topic from the list below-

- 1) Discrimination against refugees in rural Australia
- 2) Homelessness in the Indigenous Australian population
- 3) Bullying of youth on social media
- 4) Social isolation in older adults

Note: You are allowed to choose the same topic you selected for Assessment 2.

Instructions to Students

When addressing the assignment topic, you will need to use contemporary literature (<5 years) to support your discussion. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. References sourced from the world-wide-web must be from reputable websites such as from government, university, or peak national bodies. A minimum of seven (7) up-to-date references (overall), including journal articles as well as relevant books and websites are to be used.

A 2000-word limit has been set for this assignment. A 10% leeway on either side of the word limit is accepted. Work that goes beyond the 10% will not have that material marked. The word count is measured from the first word of the introduction to the last word of the conclusion and includes in-text referencing. Not included in the word count are the title page and reference list.

You are also required to:

- Write in the third person
- Use double-line spacing and Arial 11-point font throughout
- Include a title page with student name, student number, unit code, unit name, term date and year, names of unit coordinators, name of assignment, due date for submission, and actual word count.
- Include a reference list on a separate page at the end of your document correctly formatted to Harvard (author-date) referencing style
- Include a header with the page numbers and a footer with your student name and student number in a font style one size smaller than the body of your assignment
- Submit your Assessment Task 3 by the due date
- Submit via SOCL19069 Social Research Methods Moodle site through Turnitin

Assessment Due Date

Week 12 Friday (11 Oct 2019) 5:00 pm AEST

Return Date to Students

Exam Week Friday (25 Oct 2019)

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

These assessment criteria will be used to evaluate your assignment. It is important you refer to this table when preparing your assignment.

HD	D	C	P	F
Structure and Design (20%)				
8.5-10 Excellent presentation of assignment, double spaced with Arial 11-point font. Title page included and correctly formatted. Contents page included and correctly formatted. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure is clear and easy to follow. (10%)	7.5-8.4 Excellent presentation of assignment, double spaced with Arial 11-point font. Title page included and correctly formatted. Contents page included and correctly formatted. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure is clear and easy to follow. (10%)	7.4-6.5 Excellent presentation of assignment, double spaced with Arial 11-point font. Title page included and correctly formatted. Contents page included and correctly formatted. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure is clear and easy to follow. (10%)	6.4-5.0 Excellent presentation of assignment, double spaced with Arial 11-point font. Title page included and correctly formatted. Contents page included and correctly formatted. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure is clear and easy to follow. (10%)	<5.0 Excellent presentation of assignment, double spaced with Arial 11-point font. Title page included and correctly formatted. Contents page included and correctly formatted. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure is clear and easy to follow. (10%)
8.5-10 Clear and succinct introduction that introduces the topics for discussion and outlines the direction of the paper. Clear and succinct conclusion that outlines the main points and brings the discussion to a logical close. Adheres to prescribed word count. (10%)	7.5-8.4 Clear and appropriate introduction that introduces the topics for discussion and outlines the direction of the paper. Clear and appropriate conclusion that outlines the main points and brings the discussion to a close. Adheres to prescribed word count.	6.5-7.4 Appropriate introduction that introduces the topics for discussion and outlines the direction of the paper. Conclusion outlines most of the main points and endeavours to bring the discussion to a close. Adheres to prescribed word count.	5-6.4 Introduction is apparent but topics not clearly introduced. Conclusion apparent; attempts to outline some of the main points; and brings some sense of closure. Adheres to prescribed word count.	<5 No recognisable introduction or topics for discussion not introduced. No recognisable conclusion or main points discussed not summarised. Deviates significantly from prescribed word count (>+10% or <10%).
Approach and Argument (60%)				
12.75 -15 Content provides comprehensive discussion of relevant ethical issues for the in-depth interview. (15%)	11.25-12.6 Provides strong discussion that shows a strong understanding of the main points relating to the ethical issues for the in-depth interview.	9.75-11.1 Provides appropriate discussion that demonstrates a solid understanding of most points relating to ethical issues for the in-depth interview.	7.5-9.6 Provides some relevant discussion that puts forward a sufficient understanding of ethical issues for the in-depth interview.	<7.5 Content provides poor or inadequate discussion relevant ethical issues for the in-depth interview. A clear understanding of the basics is lacking.
12.75 -15 Provides an excellent interview schedule with accompanying rationale for the choice of questions and discussion on how they provide the required data. (15%)	11.25-12.6 Provides a very good interview schedule with accompanying rationale for the choice of questions and discussion on how they provide the required data.	9.75-11.1 Provides an appropriate interview schedule with accompanying rationale for the choice of questions and discussion on how they provide the required data.	7.5-9.6 Provides a fair interview schedule with some accompanying rationale for the choice of questions and discussion on how they provide the required data.	<7.5 Content provides poor or inadequate interview schedule and little accompanying rationale for the choice of questions and discussion on how they provide the required data. A clear understanding of the basics is lacking.
12.75 -15 Provides comprehensive and critical discussion of the benefits and limitations of qualitative in-depth interview research and the appropriate context for application (15%)	11.25-12.6 Provides strong discussion of the benefits and limitations of qualitative in-depth interview research and the appropriate context for application	9.75-11.1 Provides appropriate discussion of the benefits and limitations of qualitative in-depth interview research and the appropriate context for application	7.5-9.6 Provides some relevant discussion of the benefits and limitations of qualitative in-depth interview research and the appropriate context for application	<7.5 Content provides poor or inadequate discussion of the benefits and limitations of qualitative in-depth interview research and does not consider the context for application.
12.75 -15 Identifies a relevant program or project covering the topic area. Provides a comprehensive program evaluation approach with discussion of the evaluation parameters. (15%)	11.25-12.6 Identifies a relevant program or project covering the topic area. Provides a strong program evaluation approach with discussion of the evaluation parameters. .	9.75-11.1 Identifies a relevant program or project covering the topic area. Provides an appropriate program evaluation approach with discussion of the evaluation parameters. .	7.5-9.6 Identifies a relevant program or project covering the topic area. Provides a limited program evaluation approach with some relevant discussion of the evaluation parameters.	<7.5 Does not identify a relevant program or project covering the topic area. A basic understanding of program evaluation and the relevant evaluation parameters is lacking.
Referencing (20%)				
5 Consistently integrates references to support and reflect all ideas, factual information and quotations. (5%)	4 Generally integrates references to support and reflect ideas, factual information and quotations with 1 or 2 exceptions.	3 Frequently integrates references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	2.5 Occasionally integrates references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	<2.5 Fails to or infrequent attempts (>6 errors) to integrate references to support & reflect ideas, factual information & quotations.
5 Consistently accurate with in-text referencing. (5%)	4 1-2 consistent in-text referencing errors identified.	3 3-4 consistent in-text referencing errors identified.	2.5 5-6 inconsistent in-text referencing errors identified.	<2.5 Referencing is not consistent with Harvard (author-date) style. >6 inaccuracies with in-text referencing.
5 A minimum of 10 up-to-date references used including 5 journal articles as well as relevant books and websites. (5%)	4 A minimum of 9 up-to-date references used including 4 journal articles as well as relevant books and websites.	3 A minimum of 8 up-to-date references used including 3 journal articles as well as relevant books and websites.	2.5 A minimum of 7 up-to-date references used including 2 journal articles as well as relevant books and websites.	<2.5 The required number of 7 references not used. Journal articles not sourced or not peer-reviewed. Most references not up-to-date. Chosen websites not credible.

5 Reference list appears in alphabetical order. Fully adheres to reference list presentation guidelines Harvard (author-date) style (5%)	4 Reference list appears in alphabetical order. Consistently adheres to reference list presentation guidelines Harvard (author-date) style. 1-2 consistent reference list errors	3 Reference list appears in alphabetical order. Frequently adheres to reference list presentation guidelines Harvard (author-date) style. 3-4 consistent reference list errors	2.5 Reference list appears in alphabetical order. Occasionally adheres to reference list presentation guidelines Harvard (author-date) style. 5-6 consistent reference list errors	<2.5 Reference list does not appear in alphabetical order. Does not adhere to reference list presentation guidelines Harvard (author-date) style >6 consistent reference list errors
---	---	---	---	---

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