



# SOCL19069 Social Research Methods

## Term 2 - 2020

Profile information current as at 19/05/2022 09:28 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 - 2020

- 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 Student evaluation

##### **Feedback**

Students expressed satisfaction with the delivery of the unit material, assessment preparation and support, and assignment feedback provided by the unit coordinator.

##### **Recommendation**

The unit coordinator will continue to update the unit resources, and support student learning and assessment preparation by providing a range of targeted and practical resources. Students will be engaged across a range of mediums (online, telephone, email, face-to-face) in order to support the different learning preferences of students. The online marking rubric used in Feedback Studio will continue to be used to help students improve their academic performance in the future.

#### Feedback from Student evaluation

##### **Feedback**

Some students indicated a preference for all the unit readings to be located in one location as opposed to the weekly modules.

##### **Recommendation**

In addition to their required textbook, all other unit readings will be made available to students through an e-Reading list at one location on the Moodle site.

#### Feedback from Student evaluation

##### **Feedback**

Some students asked for a wider choice of sociological topics for the written assessments.

##### **Recommendation**

The sociological topics offered to students to research will be expanded from four to cater to the diverse interests of the student cohort.

## 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

— N/A Level   ● Introductory Level   ● Intermediate Level   ● Graduate Level   ○ Professional Level   ● Advanced Level

### 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				
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: 4th edn (2019)

Authors: Walter, M

Oxford University Press

Melbourne , Victoria , Australia

ISBN: 9780190310103

Binding: Paperback

#### Additional Textbook Information

Both the paperback and eBook are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search the Unit code)

[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](mailto:s.rockloff@cqu.edu.au)

## Schedule

### Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Research and the research process	Textbook: Walter (2019) Ch 1 & 3 eReading list - Neuman (2014)	

### Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative and quantitative research	e-Reading list - Creswell (1994)	

### Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Getting started - Research design and research questions	Textbook: Walter (2019) Ch 2 eReading list - Doody & Bailey (2016) eReading list - Haber (2009) eReading list - Toledo, Flikkema, & Toledo-Pereyra (2011)	

**Week 4 - 03 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
The role of ethics in research	Textbook: Walter (2019) Ch 4. eReading list - Sobocan, Bertotti, & Strom-Gottfried (2019)	<b>Assessment 1. Online Quiz (20%)</b> Due: Week 4 Friday (7 Aug 2020) 10:00 pm AEST

**Week 5 - 10 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative and quantitative methodologies	eReading list - Bloomfield & Fisher (2019) eReading list - Dew (2007)	

**Vacation Week - 17 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - 24 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Measuring and sampling	Textbook: Walter (2019) Ch 5 eReading list - Martinez-Mesa et al. (2014)	

**Week 7 - 31 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Quantitative research - Constructing and conducting surveys	Textbook: Walter (2019) Ch 6 eReading list - Nardi (2003)	

**Week 8 - 07 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Quantitative research - Analysing data and presenting survey results	Textbook: Walter (2019) Ch 8 & 9 eReading list - McKechnie & Fisher (2019)	<b>Assessment 2. Quantitative (Social Survey)</b> Due: Week 8 Friday (11 Sept 2020) 11:55 pm AEST

**Week 9 - 14 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative research method - interviewing	Textbook: Walter (2019) Ch 10 eReading list - Minichello et al. (1995) eReading list - Rosenthal (2016)	

**Week 10 - 21 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative research - Analysing the data	Textbook: Walter (2019) Ch 11 & 13 eReading list - Mason (1996) eReading list - Huberman & Miles (1998)	

**Week 11 - 28 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Quality in research - Rigor	eReading list - Brien (2008) eReading list - Roberts, Priest & Traynor (2006)	

**Week 12 - 05 Oct 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Evaluation research Writing for research	Textbook: Walter (2019) Ch.14 & 16 eReading list - Liamputtong (2020) eReading list - Bryman (2008)	<b>Assessment 3. Qualitative (Interviewing &amp; Analysis)</b> Due: Week 12 Friday (9 Oct 2020) 11:55 pm AEST

**Review/Exam Week - 12 Oct 2020**

Module/Topic	Chapter	Events and Submissions/Topic

## Term Specific Information

To be eligible to pass the unit all assessment items must be attempted and submitted.

## Assessment Tasks

### 1 Assessment 1. Online Quiz (20%)

**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 1-4, where some 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, 7 August 2020 between the hours of 7.00 am and 10.00 pm (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 10.00 pm you should aim to start before 9.40 pm at the very latest. A link to the quiz will only be visible on the day of the quiz in the 'Assessment' block on the Moodle site.

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 7.30 am and 6 pm when the Technology and Services Assistance Centre (TASAC) are available to support any technical issues.

The results of the quiz will be returned to the student after the quiz closes. Individual quiz results will be returned to the student after all students have completed the assessment.

**Number of Quizzes**

1

**Frequency of Quizzes****Assessment Due Date**

Week 4 Friday (7 Aug 2020) 10:00 pm AEST

**Return Date to Students**

After the close of the quiz.

**Weighting**

20%

**Assessment Criteria**

No Assessment Criteria

## 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 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 Assessment 2. Quantitative (Social Survey)

### 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 the use of research methods.

In this 1,800 word 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 a survey with ten questions on your topic (put the survey questions and answer choices in an appendix).

**Note:** You are not to conduct the survey, this is a hypothetical exercise.

Select one of the following sociological topics to research:

1. Gender inequality in the workplace
2. Discrimination against Australian Aboriginal and Torres Strait Islander people
3. Poverty in Australia
4. Policing of protests
5. Online gambling
6. Regulation of body modification

### Instructions to Students

#### *Literature and references*

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. You must correctly reference your paper using Harvard (author-date) referencing style (current CQUniversity abridged edition – link available in Assessment block).

#### *Formatting*

An 1800-word limit has been set for this assignment. The assignment requires a title page, table of contents page, introduction, discussion, conclusion, references and appendix (survey questions and answer choices) sections. A 10%



leeway on either side of the word limit is accepted. Word count is measured from the first word of the introduction to the last word of the conclusion and includes in-text referencing and direct quotations. Not included in the word count are the title page, table of contents page, reference list and appendix (survey questions and response options). To help scaffold your assessment refer to *Assessment 2. Tips and Overview* presentation located in the Assessment block on the moodle site. Any information over the word count (+10%) will not be marked.

- Write in the third person language.
- 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 the assignment, the due date for submission, and actual word count.
- Include a reference list at the end of your written assignment 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 smaller than the body of your assignment.
- Do not use dot points or numbered lists in your written assignment (except for the survey).
- Submit your Assessment 2 assignment by the due date.
- Submit via SOCL19069 Moodle site through Turnitin.
- Upload with the file named in the following format: Surname\_ First name\_ Student number\_ A2

### Assessment Due Date

Week 8 Friday (11 Sept 2020) 11:55 pm AEST

### Return Date to Students

Week 10 Friday (25 Sept 2020)

### Weighting

40%

### Assessment Criteria

The assessment criteria table and associated performance standards for Assessment Item 2 are available below. These assessment criteria will be used to evaluate your assignment. It is essential that you refer to this table when preparing your assignment.

Your assignment will be evaluated on the following criteria:

- Structure and design (20%).
- Approach and argument (60%).

## Assessment 2 Marking Criteria Term 2 2020

HD	D	C	P	F
<b>Structure and Design (20%)</b>				
8.45-10 Excellent presentation of the assignment, double spaced with Arial 11-point font. The title page included and correctly formatted. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure are clear and easy to follow. (10%)	7.45-8.449 Good presentation of the assignment, double spaced with Arial 11-point font. The 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.	6.45-7.449 Competent presentation of the assignment, double spaced with Arial 11-point font. The title page included two errors. A few (3-4) critical errors with spelling, grammar or paragraph structure. Organisation and structure are appropriate and can be followed.	4.95-6.449 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.	0-4.949 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.
8.45-10 Clear and succinct introduction that introduces the topics for discussion and outlines the direction of the paper. A clear and succinct conclusion that outlines the main points and brings the discussion to a logical close. Adheres to prescribed word count. (10%)	7.45-8.449 Clear and appropriate introduction that introduces the topics for discussion and outlines the direction of the paper. A clear and appropriate conclusion that outlines the main points and brings the discussion to a close. Adheres to prescribed word count.	6.45-7.449 Appropriate introduction that introduces the topics for discussion and outlines the direction of the paper. The conclusion outlines most of the main points and endeavours to bring the discussion to a close. Adheres to prescribed word count.	4.95-6.449 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.	0-4.949 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%).
<b>Approach and Argument (60%)</b>				
12.68-15 Content provides a comprehensive and critical discussion of the literature in the chosen topic area. (15%)	11.18-12.67 Provides strong discussion that shows a very good understanding of the main points relating to the topic.	9.68-11.17 Provides appropriate discussion that demonstrates a solid understanding of most points relating to the topic.	7.43-9.67 Provides some relevant discussion that puts forward a sufficient understanding of several points relating to the topic.	0-7.42 Content provides a poor or inadequate discussion of the main points relating to the topic. A clear understanding of the basics is lacking.
12.68-15 Identifies a research question and provides a comprehensive and critical discussion of the significance (justification) of the question that demonstrates an extensive understanding of the topic. (15%)	11.18-12.67 Identifies a research question and provides a very good discussion of the significance (justification) of the question that shows a strong understanding of the topic.	9.68-11.17 Identifies a research question and provides an appropriate discussion of the significance (justification) of the question that demonstrates a solid understanding of most points relating to the topic.	7.43-9.67 Provides some relevant discussion of the significance (justification) of the question that puts forward a sufficient understanding of several points relating to the topic.	0-7.42 Content provides a 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.

12.68-15 Provides a comprehensive and critical discussion of the benefits and limitations of quantitative survey research and the appropriate context for the application. (15%)	11.18-12.67 Provides a strong discussion of the benefits and limitations of quantitative survey research and the appropriate context for the application.	9.68-11.17 Provides appropriate discussion of the benefits and limitations of quantitative survey research and the appropriate context for application.	7.43-9.67 Provides some relevant discussion of the benefits and limitations of quantitative survey research and the appropriate context for application.	0-7.42 Content provides a poor or inadequate discussion of the benefits and limitations of quantitative survey research and does not consider the context for the application.
12.68-15 Provides a clear purpose of the survey. The survey is well composed and has relevant survey questions and answer choices. (15%)	11.18-12.67 Provides strong information on the purpose of the survey. The survey is composed appropriately and has relevant survey questions and answer choices.	9.68-11.17 Provides appropriate information on the purpose of the survey. The survey is composed adequately and has relevant survey questions and answer choices with only 1-2 errors.	7.43-9.67 Provides some relevant information on the purpose of the survey. The survey is mostly composed appropriately and has relevant survey questions and answer choices with only 3-4 errors.	0-7.42 Content provides poor clarity on the purpose of the survey. The survey is not composed appropriately and has numerous (>4) problems around the relevance or structure of the survey questions and answer choices.
<b>Referencing (20%)</b>				
4.23-5 Consistently integrates references to support and reflect all ideas, factual information and quotations. (5%)	3.73-4.22 Generally, integrates references to support and reflect ideas, factual information and quotations with 1 or 2 exceptions.	3.23-3.72 Frequently integrates references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	2.48-3.22 Occasionally integrates references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	0-2.47 Fails to or infrequent attempts (>6 errors) to integrate references to support & reflect ideas, factual information & quotations.
4.23-5 Consistently accurate with in-text referencing. (5%)	3.73-4.22 1-2 consistent in-text referencing errors identified.	3.23-3.72 3-4 consistent in-text referencing errors identified.	2.48-3.22 5-6 inconsistent in-text referencing errors identified.	0-2.47 Referencing is not consistent with Harvard (author-date) style. >6 inaccuracies with in-text referencing.
4.23-5 A minimum of 10 up-to-date references used including 5 journal articles as well as relevant books and websites. (5%)	3.73-4.22 A minimum of 9 up-to-date references used including 4 journal articles as well as relevant books and websites.	3.23-3.72 A minimum of 8 up-to-date references used including 3 journal articles as well as relevant books and websites.	2.48-3.22 A minimum of 7 up-to-date references used including 2 journal articles as well as relevant books and websites.	0-2.47 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.
4.23-5 Reference list appears in alphabetical order. Fully adheres to reference list presentation guidelines Harvard (author-date) style. (5%)	3.73-4.22 Reference list appears in alphabetical order. Consistently adheres to reference list presentation guidelines Harvard (author-date) style. 1-2 consistent reference list errors.	3.23-3.72 Reference list appears in alphabetical order. Frequently adheres to reference list presentation guidelines Harvard (author-date) style. 3-4 consistent reference list errors.	2.48-3.22 Reference list appears in alphabetical order. Occasionally adheres to reference list presentation guidelines Harvard (author-date) style. 5-6 consistent reference list errors.	0-2.47 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 Assessment 3. Qualitative (Interviewing & Analysis)

### 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 (do not interview any person that is vulnerable as outlined in the National Statement on Ethical Conduct in Human Research (2007) – Updated 2018). If in doubt, please check with the unit coordinator. The data you collect from the interview will form part of your assessment discussion.

In this 1,800 word 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 show how your in-depth questions provided the required data based on a preliminary analysis of the interview data.
- 3) Explain the benefits and limitations of qualitative in-depth interview research and the appropriate context for the application.

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. Gender inequality in the workplace
2. Discrimination against Australian Aboriginal and Torres Strait Islander people
3. Poverty in Australia
4. Policing of protests
5. Online gambling
6. Regulation of body modification

**Note:** You may choose the same topic you selected for Assessment 2.

### **Instructions to Students**

#### *Literature and references*

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. You must correctly reference your paper using Harvard (author-date) referencing style (current CQUniversity abridged edition – link available in Assessment block).

#### *Formatting*

A 1,800-word limit has been set for this assignment. The assignment requires a title page, table of contents page, introduction, discussion, conclusion, references and appendix (interview schedule and transcript) sections. A 10% leeway on either side of the word limit is accepted. Word count is measured from the first word of the introduction to the last word of the conclusion and includes in-text referencing and direct quotations. Not included in the word count are the title page, table of contents page, reference list and appendix. To help scaffold your assessment refer to *Assessment 3. Tips and Overview* presentation located in the Assessment block on the moodle site. Any information over the word count (+10%) will not be marked.

- Write in the third person language.
- 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 the assignment, the due date for submission, and actual word count.
- Include a reference list at the end of your written assignment 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 smaller than the body of your assignment.
- Do not use dot points or numbered lists in your written assignment.
- Submit your Assessment 3 assignment by the due date.
- Submit via SOCL19069 Moodle site through Turnitin.
- Upload with the file named in the following format: Surname\_ First name\_ Student number\_ A3

### **Assessment Due Date**

Week 12 Friday (9 Oct 2020) 11:55 pm AEST

### **Return Date to Students**

Exam Week Friday (23 Oct 2020)

### **Weighting**

40%

## Assessment Criteria

The assessment criteria table and associated performance standards for Assessment Item 3 are available below. These assessment criteria will be used to evaluate your assignment. It is essential that you refer to this table when preparing your assignment.

Your assignment will be evaluated on the following criteria:

- Structure (20%).
- Approach and argument (60%).
- Referencing (20%).

## Assessment 3 Marking Criteria Term 2 2020

HD	D	C	P	F
<b>Structure and Design (20%)</b>				
8.45-10 Excellent presentation of the 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%)	7.45-8.449 Good presentation of the 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.	6.45-7.449 Competent presentation of the 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 appropriate and can be followed.	4.95-6.449 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.	0.4.949 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.
8.45-10 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%)	7.45-8.449 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.	6.45-7.449 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.	4.95-6.449 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.	0.4.949 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%).
<b>Approach and Argument (60%)</b>				
16.90-20 Content provides comprehensive discussion of relevant ethical issues for the in-depth interview. (20%)	14.90-16.89 Provides strong discussion that shows a very good understanding of the main points relating to the ethical issues for the in-depth interview.	12.90-14.89 Provides appropriate discussion that demonstrates a solid understanding of most points relating to ethical issues for the in-depth interview.	9.90-12.89 Provides some relevant discussion that puts forward a sufficient understanding of ethical issues for the in-depth interview.	0-9.89 Content provides a poor or inadequate discussion of relevant ethical issues for the in-depth interview. A clear understanding of the basics is lacking.
16.90-20 Provides an excellent interview schedule with accompanying rationale for the choice of questions and discussion showing how they provided the required data. (20%)	14.90-16.89 Provides a strong interview schedule with accompanying rationale for the choice of questions and discussion showing how they provided the required data.	12.90-14.89 Provides an appropriate interview schedule with accompanying rationale for the choice of questions and discussion showing how they provided the required data.	9.90-12.89 Provides a fair interview schedule with some accompanying rationale for the choice of questions and discussion showing how they provided the required data.	0-9.89 Content provides a poor or inadequate interview schedule and little accompanying rationale for the choice of questions and discussion showing how they provided the required data. A clear understanding of the basics is lacking.
16.90-20 Provides comprehensive and critical discussion of the benefits and limitations of qualitative in-depth interview research and the appropriate context for application. (20%)	14.90-16.89 Provides strong discussion of the benefits and limitations of qualitative in-depth interview research and the appropriate context for application.	12.90-14.89 Provides appropriate discussion of the benefits and limitations of qualitative in-depth interview research and the appropriate context for application.	9.90-12.89 Provides some relevant discussion of the benefits and limitations of qualitative in-depth interview research and the appropriate context for application.	0-9.89 Content provides a poor or inadequate discussion of the benefits and limitations of qualitative in-depth interview research and does not consider the context for application.
<b>Referencing (20%)</b>				
4.23-5 Consistently integrates references to support and reflect all ideas, factual information and quotations. (5%)	3.73-4.22 Generally, integrates references to support and reflect ideas, factual information and quotations with 1 or 2 exceptions.	3.23-3.72 Frequently integrates references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	2.48-3.22 Occasionally integrates references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	0-2.47 Fails to or infrequent attempts (>6 errors) to integrate references to support & reflect ideas, factual information & quotations.
4.23-5 Consistently accurate with in-text referencing. (5%)	3.73-4.22 1-2 consistent in-text referencing errors identified.	3.23-3.72 3-4 consistent in-text referencing errors identified.	2.48-3.22 5-6 inconsistent in-text referencing errors identified.	0-2.47 Referencing is not consistent with Harvard (author-date) style. >6 inaccuracies with in-text referencing.
4.23-5 A minimum of 10 up-to-date references used including 5 journal articles as well as relevant books and websites. (5%)	3.73-4.22 A minimum of 9 up-to-date references used including 4 journal articles as well as relevant books and websites.	3.23-3.72 A minimum of 8 up-to-date references used including 3 journal articles as well as relevant books and websites.	2.48-3.22 A minimum of 7 up-to-date references used including 2 journal articles as well as relevant books and websites.	0-2.47 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.
4.23-5 Reference list appears in alphabetical order. Fully adheres to reference list presentation guidelines Harvard (author-date) style. (5%)	3.73-4.22 Reference list appears in alphabetical order. Consistently adheres to reference list presentation guidelines Harvard (author-date) style. 1-2 consistent reference list errors.	3.23-3.72 Reference list appears in alphabetical order. Frequently adheres to reference list presentation guidelines Harvard (author-date) style. 3-4 consistent reference list errors.	2.48-3.22 Reference list appears in alphabetical order. Occasionally adheres to reference list presentation guidelines Harvard (author-date) style. 5-6 consistent reference list errors.	0-2.47 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