



# SOCL19069 Social Research Methods

## Term 2 - 2022

Profile information current as at 27/09/2024 10:11 am

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

Successful completion of 48 credit points.

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 - 2022

- 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 Unit Evaluation

**Feedback**

Students to be allowed to select their own research topics for the two written assessments.

**Recommendation**

Students will select their own social issues for the assessments. Examples of suitable social issues will be provided and students will be encouraged to confirm their selected social issues with the unit coordinator.

#### Feedback from Unit Evaluation

**Feedback**

Provide students with more exemplars of report format and quantitative assignments.

**Recommendation**

More exemplars will be provided and clearer Assessment structure information provided.

#### Feedback from Unit Evaluation

**Feedback**

Finding some assessment resources in the Assessment tile.

**Recommendation**

The Moodle site will provide separate sections for each of the three assessments in the Assessment tile.

#### Feedback from Unit Evaluation, email

**Feedback**

An engaging and interesting unit with good assessments. The lectures, tutorials, teaching and support provided by the unit coordinator helped students learn.

**Recommendation**

To continue to support and engage with students.

#### Feedback from Unit Evaluation

**Feedback**

Provide a better practice quiz.

**Recommendation**

The practice quiz will be expanded in the number of questions and improved.

## 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				
10 - Aboriginal and Torres Strait Islander Cultures				

## 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

[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: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Research and the research process	Chapter 1 & 3 of Walter (2019) (prescribed text) Visit the study week schedule on Moodle for Week 1 set readings and activities.	

### Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative and quantitative research	Visit the study week schedule on Moodle for Week 2 set readings and activities.	

### Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Research design and research questions

Chapter 2 of Walter (2019) (prescribed text)  
Visit the study week schedule on Moodle for Week 3 set readings and activities.

#### Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Ethics in research	Chapter 4 of Walter (2019) (prescribed text) Visit the study week schedule on Moodle for Week 4 set readings and activities.	<b>Assessment 1. Online Quiz (20%)</b> Due: Week 4 Friday (5 Aug 2022) 11:00 pm AEST

#### Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative and quantitative methodologies	Visit the study week schedule on Moodle for Week 5 set readings and activities.	

#### Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

#### Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Measuring and sampling	Chapter 5 of Walter (2019) (prescribed text) Visit the study week schedule on Moodle for Week 6 set readings and activities.	

#### Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Quantitative research - Constructing and conducting surveys	Chapter 6 of Walter (2019) (prescribed text) Visit the study week schedule on Moodle for Week 7 set readings and activities.	

#### Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Quantitative research - Analysing data and presenting survey results	Chapter 8 & 9 of Walter (2019) (prescribed text) Visit the study week schedule on Moodle for Week 8 set readings and activities.	<b>Assessment 2. Quantitative (Social Survey)</b> Due: Week 8 Monday (5 Sept 2022) 11:00 pm AEST

#### Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative research method - interviewing	Chapter 10 of Walter (2019) (prescribed text) Visit the study week schedule on Moodle for Week 9 set readings and activities.	

#### Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative research - Analysing the data	Chapter 11 & 13 of Walter (2019) (prescribed text) Visit the study week schedule on Moodle for Week 10 set readings and activities.	

## Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Quality in research - Rigour	Visit the study week schedule on Moodle for Week 11 set readings and activities.	

## Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Review week	No set readings for this week.	<b>Assessment 3. Qualitative (Interviewing &amp; Analysis)</b> Due: Week 12 Tuesday (4 Oct 2022) 11:00 pm AEST

## Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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## Exam Week - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

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

#### Assessment Type

Online Quiz(zes)

#### Task Description

##### Aim

This online timed multiple choice quiz is set to test your understanding of fundamental concepts, methods, and facts covered by the textbook, recommended readings and lectures covered in weeks 1 to 4 of the term.

**NOTE:** If you have an Accessibility Plan that requires an adjustment to your assessment, please contact the Unit Coordinator at the start of the term.

Here is an example of a quiz question -

Q. Research that focuses on the collection of statistical data is called:

- a. Autoethnography
- b. Qualitative research
- c. Quantitative research
- d. Positivism

The correct answer is (c) Quantitative research—this is the one you need to select.

A practice quiz will be made available for you to familiarise yourself with the format, content type and process.

#### Instructions

There will be a total of 40 multiple choice questions, and you must answer the questions in 45 minutes. Each correct answer is worth half a mark.

The quiz will be available for two days on the Moodle site. The quiz will become available on Thursday, 4 August 2022 (week 4) at 8 am. **The quiz will close at 11.00 pm (AEST) on Friday, 5 August 2022 (week 4).**

This is a timed online quiz that must be completed before the due time and date.

There will be only one correct or best answer to each question, and you need to select the option corresponding to this answer. There are four answer options. There are no penalties for incorrect answers. While you will be able to refer to the textbook or other resources while you are taking the quiz, you cannot afford to do this for every question because of the time limit. You need to have a good understanding of the unit content before taking the quiz. Each student will receive a customised quiz, chosen at random from the test bank, so that collusion will not be possible.

Please follow the steps below to complete your assessment task:

1. The quiz will be delivered through the 'Assessment' section of the Moodle site, and will only become visible and available to you at 8 am (AEST) on Thursday, 4 August 2022.
2. You will need to have access to a stable Internet connection to complete the quiz. It is your responsibility to make time to sit the quiz by the due date and time (**11.00 pm (AEST), Friday, 5 August 2022**).

3. Before you take the quiz, make sure that you are ready (i.e. a proper revision has been done) and choose a time and computer/place with minimum distraction to sit for the quiz (i.e. do not have external disturbances from people, pets, etc).
4. Be conscious of the time limit while taking the quiz—make sure you have a clock in front of you and note down your starting time. Do not wait until the last minute to complete the quiz as it will time out once the time limit is reached (i.e. at 11.00 PM the quiz will close regardless of your start time). To have the full-time allocation you need to start the quiz no later than 10.15 pm on Friday, 5 August 2022.
5. You must complete the quiz in one sitting. You can not start the quiz, pause the quiz and return to it later. Your quiz answers will be automatically submitted 45 minutes after the quiz is started.
6. The presentation of questions is one page at a time with 5 questions per page. You must complete each page before you go on to the next one. Attempts to backtrack to previous pages are not allowed. Do not refresh or reload your screen otherwise your quiz may close and your incomplete quiz will be recorded as completed.
7. If you experience a problem with your quiz or the Moodle site while completing the quiz, please contact the CQU Technology and Services Assistance Centre (TASAC) during their opening hours of 7.30 am – 6 pm Monday to Friday on 07 4930 9090 or toll-free 1300 666 620. It is recommended that you complete the quiz during office hours. Please notify the Unit Coordinator immediately of a problem with your quiz and take a screenshot or photograph of your full screen.
8. Your quiz score will be provided on the next working day after the quiz has closed - Monday, 8 August 2022.
9. Please contact the Unit Coordinator immediately if you are unable to complete the quiz. Please take a photograph of your computer screen if you encounter an error or computer issue as evidence and to assist TASAC to fix any problems.

### Requirements

You need a computer with a stable internet connection and 45 minutes of uninterrupted time.

### Resources

- You can use the unit resources and other credible sources during the quiz.
- We recommend that you adequately prepare before the quiz day and take the practice quiz.

### Number of Quizzes

1

### Frequency of Quizzes

#### Assessment Due Date

Week 4 Friday (5 Aug 2022) 11:00 pm AEST

#### Return Date to Students

Week 5 Monday (8 Aug 2022)

### Weighting

20%

### Assessment Criteria

No Assessment Criteria

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Submit your completed quiz when you answer the 40 questions or the 45 minute time allowance lapses. The quiz will be set to submit your quiz at the end of the 45 minutes.

### 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.

## 2 Assessment 2. Quantitative (Social Survey)

### Assessment Type

Written Assessment



## Task Description

### Aim

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 a research method.

### Instructions

In this assessment you are required to:

- 1) Select one sociological topic of interest from the list below. If you would like to study a different sociological topic you must get approval from the Unit Coordinator before commencing your assignment preparation.
- 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 to explore your selected sociological topic and participant group.
- 6) Prepare the reference lists on a new page.
- 7) Compose a survey with a maximum of 15 questions on your topic, plus five socio-demographic questions (put all the survey questions and answer choices in the appendix of your assignment). Your survey questions need to produce data to answer your posed research question.

Customise the Information Sheet and Consent Form provided to you in the Assessment tile and include these with your survey.

A few sample surveys will be provided to students as examples. The tutorial sessions will involve skills development using practical exercises on how to identify keywords to undertake a literature review, how to identify and construct a research question, and how to develop a survey and write good survey questions.

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

Select one (1) of the following sociological topics to research:

1. Body dissatisfaction among young girls
2. Youth homelessness
3. Healthy ageing in older adults
4. Value of multiculturalism in Australia
5. Employment of people living with disability
6. Select your own sociological topic (email the Unit Coordinator for approval before commencing your assignment preparation)

### *Literature and references*

When addressing the assignment topic, you will need to use contemporary literature 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 government, university, or peak national bodies. A minimum of seven (7) up-to-date references, including journal articles and relevant books and websites are to be used. You must correctly reference your paper using American Psychological Association (APA) referencing style (current CQUniversity abridged 7th edition – link available in the Assessment block).

### *Formatting*

A 1500-word limit has been set for this assignment. The assignment requires a cover page, discussion, references and appendix section (Information Sheet, Consent Form, survey questions and answer choices). To help scaffold your assessment refer to [Assessment 2. Tips and Overview presentation](#) located in the Assessment block on the Moodle site. Introduction and conclusion sections are not required for this written assessment.

In your assignment, ensure all your sources are properly cited and use your own words to explain any key points or ideas discussed, and use quotes sparingly (no more than 10% of the word count). Quote and paraphrase properly to avoid breaching academic integrity standards. See the referencing style guide for information on how to paraphrase and avoid plagiarism.

### *Word limit*

1500 words (excluding the cover page, reference list and appendix). The word count is considered from the first word of the Discussion section to the last word of the Discussion section. It excludes the cover page and reference list. It includes in-text references and direct quotations. Do not exceed 1500 words.

### **Requirements**

Include a cover page with your name/student number, unit code, assessment number, unit coordinator, and word count (plus extension details if you have received one).

Include a reference list after the discussion section and on a new page.

Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing, justified margins and 2.54cm page margins (standard pre-set margin in Microsoft Word).

Include page numbers on each page in a footer.

Write in the third-person perspective.

Use formal academic language (avoid contractions).

Use the APA (7th ed.) referencing style. The CQU library and CQUniversity Academic Learning Centre have an online version available for download.

**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

### **Resources**

You can use unit resources (e.g., set textbook (Walter (2019)), eBook readings) and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.

For information on academic communication, please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources, including information for students with English as a second language. Consider attending their Zoom sessions on referencing and academic writing. Before submitting your final assignment file, we recommend you submit a draft before the due date to review your Turnitin Similarity Score. [Instructions are available here.](#)

Double-check all uploaded files to ensure the correct file is submitted. We recommend you save your final assignment file to a new folder and only upload it from this folder.

### **Submission**

Submit your assessment via the unit Moodle site in Microsoft Word format only.

### **Marking Criteria**

Refer to the marking rubric that is available here and on the Moodle site for more detail on how marks will be assigned.

Please follow the instructions in the Assessment tile on how to access the feedback in your marked assignment when it is returned.

### **Assessment Due Date**

Week 8 Monday (5 Sept 2022) 11:00 pm AEST

### **Return Date to Students**

Week 10 Monday (19 Sept 2022)

### **Weighting**

40%

### **Assessment Criteria**

**SOCL19069 Assessment 2 Marking Criteria T2 2022**

HD	D	C	P	F	F (Zero)
<b>Writing and Presentation (20%)</b>					
8.45-10 An excellent presentation of assignment, double spaced with size 12 font. The cover page is included. Adheres to prescribed word count. (10%)	7.45-8.44 A well-presented assignment, double spaced with size 12 font. The cover page is included. Adheres to prescribed word count.	6.45-7.44 A competent presented assignment, double spaced with size 12 font. The cover page is included. Adheres to prescribed word count.	4.95-6.44 An adequately presented assignment, double spaced with size 12 font. The cover page is included. Adheres to prescribed word count.	0.6-4.94 A poorly presented assignment where one or more of the following problems are present: double-spacing not used; size 12 font not used, the cover page is lacking information, or it deviates from the prescribed word count	0-0.5 An assignment where the presentation requirements have not been followed; the cover page is not included, or it deviates significantly from the prescribed word count
8.45-10 Consistently accurate with spelling, grammar, and paragraph structure. The organisation and structure are clear and easy to follow. (10%)	7.45-8.44 Minimal (1-2) spelling, grammar, or paragraph structure errors. The organisation and structure are clear and relatively easy to follow.	6.45-7.44 A few (3-4) spelling, grammar, or paragraph structure errors. Organisation and structure are appropriate and can be followed.	4.95-6.44 Several (5-6) spelling, grammar, or paragraph structure errors. Organisation and structure are apparent although not easy to follow.	0.6-4.94 Many (6-8) spelling, grammar, or paragraph structure errors. Organisation and structure lack clarity in some parts and are difficult to follow.	0-0.5 There is widespread spelling, grammar, or paragraph structure errors. Organisation and structure lack clarity and are difficult to follow.
<b>Discussion and Survey (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 a strong discussion that shows a strong 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.	0.6-7.42 Content provides a poor discussion of the main points relating to the topic. A clear understanding of the basics is lacking in parts.	0-0.5 Content provides an inadequate discussion of the main points relating to the topic. A clear understanding of the basics is absent.
12.68-15 Identifies a good 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 strong discussion of the significance (justification) of the question that shows a solid 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 sound understanding of many points relating to the topic.	7.43-9.67 Presents an inadequate research question. Provides some relevant discussion of the significance (justification) of the question that shows a basic understanding of the topic.	0.6-7.42 The research question is confusing or there is a poor discussion of the significance (justification) of the question. A basic understanding of the topic is missing in parts.	0-0.5 A research question is absent and there is an inadequate discussion of the significance (justification) of the question. A basic understanding of the topic is missing.
12.68-15 Provides a comprehensive and critical discussion of the benefits and limitations of quantitative survey research. (15%)	11.18-12.67 Provides a strong discussion of the benefits and limitations of quantitative survey research.	9.68-11.17 Provides an appropriate discussion of the benefits and limitations of quantitative survey research.	7.43-9.67 Provides some relevant discussion of the benefits and limitations of quantitative survey research.	0.6-7.42 Content provides a poor discussion of the benefits and limitations of quantitative survey research.	0-0.5 Content provides an inadequate discussion of the benefits and limitations of quantitative survey research and is confusing.
12.68-15 The survey is well composed and has relevant and sufficient survey questions and answer options. (15%)	11.18-12.67 The survey is suitably composed with most survey questions and answer options relevant but with 1-2 errors.	9.68-11.17 The survey is adequately composed and has many relevant survey questions and answer options but with 3-4 errors.	7.43-9.67 The survey consists of a few adequate survey questions and answer options but with only 5-6 errors.	0.6-7.42 The survey is not composed appropriately and has a few significant problems around the adequacy, relevance or structure of the survey questions and answers.	0-0.5 The survey is not composed appropriately and has numerous significant problems around the adequacy, relevance or structure of the survey questions and answers.
<b>Referencing (20%)</b>					
4.23-5 Consistently integrates references to support and reflect all ideas, information, and quotations. (5%)	3.73-4.22 Generally, integrates references to support and reflect ideas, information, and quotations with 1 or 2 exceptions.	3.23-3.72 Frequently integrates references to support and reflect ideas, information, and quotations, with 3 or 4 exceptions.	2.48-3.22 Occasionally integrates references to support and reflect ideas, information, and quotations, with 5 or 6 exceptions.	0.6-2.47 Infrequent attempts (6-8) to integrate references to support & reflect ideas, information, & quotations.	0-0.5 Fails to integrate references to support & reflect ideas, information, or 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.	0.6-2.47 In-text referencing is largely not consistent with APA 7th ed.	0-0.5 In-text referencing is not consistent at all with APA 7th ed style.
4.23-5 A minimum of 10 up-to-date references were used including 5 journal articles as well as quality books and websites. (5%)	3.73-4.22 A minimum of 9 up-to-date references were used including 4 journal articles as well as quality books and websites.	3.23-3.72 A minimum of 8 up-to-date references were used including 3 journal articles as well as quality books and websites.	2.48-3.22 A minimum of 7 up-to-date references were used including 2 journal articles as well as quality books and websites.	0.6-2.47 The required number of up-to-date references was not used. The two journal articles were not sourced, or quality books and websites are not used.	0-0.5 References are not used, or they are mostly not up-to-date and not quality sources.
4.23-5 The reference list appears in alphabetical order. Fully adheres to reference list presentation guidelines for APA 7th ed ref style. (5%)	3.73-4.22 The reference list appears in alphabetical order. Consistently adheres to reference list presentation guidelines for APA 7th ed ref style. 1-2 consistent reference list errors.	3.23-3.72 The reference list appears in alphabetical order. Frequently adheres to reference list presentation guidelines for APA 7th ed ref style. 3-4 consistent reference list errors.	2.48-3.22 The reference list appears in alphabetical order. Occasionally adheres to reference list presentation guidelines for APA 7th ed ref style. 5-6 consistent reference list errors.	0.6-2.47 The reference list does not appear in alphabetical order and shows limited understanding of the APA 7th ed ref style and presentation guidelines.	0-0.5 The reference list does not appear in alphabetical order and shows no understanding of the APA 7th ed ref style and presentation guidelines.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**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.

## 3 Assessment 3. Qualitative (Interviewing & Analysis)

### Assessment Type

Written Assessment

### Task Description

#### Aim

The aim of your assignment is to show consideration of ethical issues when conducting qualitative interviews; to be able to explain and discuss the benefits and limitations of qualitative interviews given the context for application, to illustrate your ability to construct open-ended interview questions and to provide a brief preliminary discussion of your interview data. The purpose of this assessment is for you to make connections between the unit material and the real-life application of a qualitative research technique. To meet this aim, you are to engage in the weekly unit material and readings.

Your task is to develop five to ten open-ended questions (with prompts and probes) about your chosen topic from Assessment 2 and to 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. A preliminary analysis of the interview data will then allow you to briefly discuss the main findings (e.g., main themes identified, issues of most concern).

In this 1500-word assessment you are required to:

- 1) Explain the ethical issues around conducting interviews about your selected topic and give examples based on your topic.
- 2) Explain the benefits and limitations of qualitative interview research given your chosen topic and interest group.
- 3) Develop an interview schedule and interview a family member or close friend.
- 4) Prepare a transcript of the interview.
- 5) Conduct a preliminary analysis of the interview data and identify the main themes and findings.

Do not identify the person interviewed by name but assign a pseudonym to the interview data collected and do not disclose any identifiers.

A copy of the interview schedule with your open-ended questions (and answers) and the interview transcript must be included in an appendix. The appendix is not included in the word count but is assessed (see the marking criteria).

An Information Sheet and Consent Form will be provided for you to use when undertaking the interview. Please keep a copy of the Consent Form as evidence your participant has given their consent. Do not include the signed Consent Form with your assignment.

### Instructions

#### *Literature and references*

When addressing the assignment topic, you will need to use contemporary literature 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 government, university, or peak national bodies. A minimum of seven (7) up-to-date references, including journal articles and relevant books and websites are to be used. You must correctly reference your paper using American Psychological Association (APA) referencing style (current CQUniversity abridged 7th edition – link available in the Assessment block).

#### *Formatting*

A 1500-word limit has been set for this assignment. The assignment requires a cover page, discussion, references and appendix section (Information Sheet, interview schedule and interview transcript). To help scaffold your assessment refer to Assessment 3. Tips and Overview presentation located in the Assessment block on the Moodle site. Introduction and conclusion sections are not required for this written assessment. In your assignment, ensure all your sources are properly cited and use your own words to explain any key points or ideas discussed, and use quotes sparingly (no more than 10% of the word count). Quote and paraphrase properly to avoid breaching academic integrity standards. See the referencing style guide for

information on how to paraphrase and avoid plagiarism.

#### *Word limit*

1500 words (excluding the cover page, reference list and appendix). The word count is considered from the first word of the Discussion section to the last word of the Discussion section. It excludes the cover page and reference list. It includes in-text references and direct quotations. Do not exceed 1500 words.

#### **Requirements**

Include a cover page with your name/student number, unit code, assessment number, unit coordinator, and word count (plus extension details if you have received one).

Include a reference list on a new page after the discussion section.

Include an appendix with the interview schedule and interview transcript on a new page after the reference list.

Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing, justified margins and 2.54cm page margins (standard pre-set margin in Microsoft Word).

Include page numbers on each page in a footer.

Write in the third-person perspective.

Use formal academic language (avoid contractions).

Use the APA (7th ed.) referencing style. The CQU library and CQUniversity Academic Learning Centre have an online version available for download.

**Do not use dot points or numbered lists in your written assignment (except for the interview schedule).**

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

#### **Resources**

You can use unit resources (e.g., set textbook (Walter (2019)), eBook readings) and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.

For information on academic communication, please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources, including information for students with English as a second language. Consider attending their Zoom sessions on referencing and academic writing. Before submitting your final assignment file, we recommend you submit a draft before the due date to review your Turnitin Similarity Score. [Instructions are available here](#).

Double-check all uploaded files to ensure the correct file is submitted. We recommend you save your final assignment file to a new folder and only upload it from this folder.

#### **Submission**

Submit your assessment via the unit Moodle site in Microsoft Word format only.

#### **Marking Criteria**

Refer to the marking rubric that is available here and on the Moodle site for more detail on how marks will be assigned.

Please follow the instructions in the Assessment tile on how to access the feedback in your marked assignment when it is returned.

#### **Assessment Due Date**

Week 12 Tuesday (4 Oct 2022) 11:00 pm AEST

#### **Return Date to Students**

Exam Week Friday (21 Oct 2022)

21 October 2022

#### **Weighting**

40%

#### **Assessment Criteria**

**SOCL19069 Assessment 3 Marking Criteria T2 2022**

HD	D	C	P	F	F (zero)
<b>Writing and Analysis (20%)</b>					
8.45-10 (10%) Excellent presentation of the assignment. Consistently accurate with spelling, grammar, and paragraph structure. The organisation and structure are clear and easy to follow. Adheres to the prescribed word count.	7.45-8.44 A well-presented assignment. Minimal (1-2) critical spelling, grammar, and paragraph structure errors. The organisation and structure are clear and relatively easy to follow. Adheres to the prescribed word count.	6.45-7.44 A competently presented assignment. A few (3-4) critical spelling, grammar, or paragraph structure errors. Organisation and structure are appropriate and can be followed. Adheres to the prescribed word count.	4.95-6.44 An adequately presented assignment. Several (5-6) critical spelling, grammar, or paragraph structure errors. Organisation and structure are apparent although not easy to follow. Adheres to the prescribed word count.	0.6-4.94 Poorly presented assignment with many (>6) spelling, grammar, or paragraph structure errors. Organisation and structure lack clarity and are difficult to follow. Deviates from the prescribed word count.	0-0.5 An assignment where the presentation requirements have not been followed, the cover sheet is not included, or it deviates significantly from the prescribed word count.
8.45-10 (10%) Excellent preliminary analysis of the interview data providing a comprehensive summary of the main themes and findings.	7.45-8.44 A very good preliminary analysis of the interview data provides a strong summary of the main themes and findings.	6.45-7.44 A good preliminary analysis of the interview data provides an adequate summary of the main themes and findings.	4.95-6.44 Some preliminary analysis of the interview data provides a fair summary of a few main themes and findings.	0.6-4.94 Provides a poor preliminary analysis of the interview data. The summary is lacking detail on the main themes and findings.	0-0.5 The preliminary analysis of the interview data and summary of the main themes and findings are absent.
<b>Ethics, Benefits/Limitations and Interview (60%)</b>					
16.90-20 (20%) Content provides a comprehensive discussion of relevant ethical issues for the topic and interview and gives examples.	14.90-16.89 Provides a strong discussion that shows a strong understanding of the main points relating to the ethical issues for the topic and interview and gives examples.	12.90-14.89 Provides appropriate discussion that demonstrates a solid understanding of most points relating to ethical issues for the topic and interview and gives examples.	9.90-12.89 Provides some relevant discussion that puts forward a sufficient understanding of ethical issues for the topic and interview and gives an example.	0.6-9.89 Poor discussion of relevant ethical issues for the topic and in-depth interview. A clear understanding of the basics is lacking and there are poor examples.	0-0.5 There is no discussion of relevant ethical issues for the topic and in-depth interview
16.90-20 (20%) Provides an excellent interview schedule with clearly worded and relevant questions. The interview transcript is present, well-formatted and has excellent detail.	14.90-16.89 Provides a very good interview schedule with mostly clearly worded and relevant questions. The interview transcript is present, formatted and has very good detail.	12.90-14.89 Provides an appropriate interview schedule with many clearly expressed and relevant questions. The interview transcript is present, formatted and has adequate detail.	9.90-12.89 Provides a fair interview schedule with some clearly expressed and relevant questions. The interview transcript is mostly present and has some format and detail.	0.6-9.89 Poor interview schedule with a lack of clearly expressed and relevant questions. The interview transcript is missing or has little detail and format.	0-0.5 There is no interview schedule and/or the interview transcript is missing.
16.90-20 (20%) Provides a comprehensive and critical discussion of the benefits and limitations of qualitative interview research.	14.90-16.89 Provides a strong discussion of the benefits and limitations of qualitative interview research.	12.90-14.89 Provides an appropriate discussion of the benefits and limitations of qualitative interview research.	9.90-12.89 Provides some relevant discussion of the benefits and limitations of qualitative interview research.	0.6-9.89 Poor discussion of the benefits and limitations of qualitative interview research.	0-0.5 There is no discussion of the relevant benefits and limitations of qualitative interview research.
<b>Referencing (20%)</b>					
4.23-5 (5%) Consistently integrates references to support and reflect all ideas, information, and quotations.	3.73-4.22 Generally, integrates references to support and reflect ideas, information, and quotations with 1 or 2 exceptions.	3.23-3.72 Frequently integrates references to support and reflect ideas, information, and quotations, with 3 or 4 exceptions.	2.48-3.22 Occasionally integrates references to support and reflect ideas, information, and quotations, with 5 or 6 exceptions.	0.6-2.47 Fails to or infrequent attempts (>6 errors) to integrate references to support & reflect ideas, information & quotations.	0-0.5 Fails to integrate references to support & reflect ideas, information, or quotations.
4.23-5 (5%) Consistently accurate with in-text referencing.	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.	0.6-2.47 Referencing is not consistent with Harvard (author-date) style. >6 inaccuracies with in-text referencing.	0-0.5 In-text referencing is not consistent at all with APA 7th ed style.
4.23-5 (5%) A minimum of 10 up-to-date references were used including 5 journal articles as well as relevant books and websites.	3.73-4.22 A minimum of 9 up-to-date references were used including 4 journal articles as well as relevant books and websites.	3.23-3.72 A minimum of 8 up-to-date references were used including 3 journal articles as well as relevant books and websites.	2.48-3.22 A minimum of 7 up-to-date references were used including 2 journal articles as well as relevant books and websites.	0.6-2.47 The required number of 7 references is not used. Journal articles are not sourced. Most references are not up to date. Chosen websites are not credible.	0-0.5 References are not used, or they are mostly not up-to-date and not quality sources.
4.23-5 (5%) The reference list appears in alphabetical order. Fully adheres to reference list presentation guidelines APA ref style.	3.73-4.22 The reference list appears in alphabetical order. Consistently adheres to reference list presentation guidelines APA ref style. 1-2 consistent reference list errors.	3.23-3.72 The reference list appears in alphabetical order. Frequently adheres to reference list presentation guidelines APA ref style. 3-4 consistent reference list errors.	2.48-3.22 The reference list appears in alphabetical order. Occasionally adheres to reference list presentation guidelines APA ref style. 5-6 consistent reference list errors.	0.6-2.47 The reference list does not appear in alphabetical order. Does not adhere to reference list presentation guidelines APA ref style. >6 consistent reference list errors.	0-0.5 The reference list does not appear in alphabetical order and shows no understanding of the APA 7th ed ref style and presentation guidelines.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**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.

## 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