

San José State University
CHHS/Department of Kinesiology
KIN 251 (3-units), Fundamentals of Qualitative Research in Kinesiology, Section 01,
Spring 2022

Instructors	Dr. Jessica W. Chin	Dr. Ted M. Butryn
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Office Hours	Via video or in-person M/W 9:30-10:30am Book appointment here: https://drchin.youcanbook.me	W 3:00-4:00
Class Days/Time	W 4:00 - 6:45 pm	
Classroom	SPX 151	

MYSJSU Messaging and Online Access to Course Materials

In order to ensure that you receive all pertinent email communication, you must have a current and accurate email address in the MySJSU system. Please check to make sure your email is updated in MySJSU. Also, course materials, such as the syllabus and major assignment handouts may be found on Canvas. For more information on setting up your account go to <http://www.sjsu.edu/at/ec/>.

Course Description

Design, analysis and interpretation of qualitative research. Course focuses on the research process from the formulation of a research problem through the analysis of data.

NOTE: KIN 251 is one of two courses used by the Department of Kinesiology to satisfy the Graduate Writing Assessment Requirement (GWAR), and it is *very* writing-intensive. *A final grade of B or better in either KIN 250 or KIN 251 is needed to successfully satisfy the GWAR.*

Required Readings

1. *Publication manual of the American Psychological Association* (2019) (7th ed). APA: Washington, DC.
2. All readings will be available electronically--either posted on Canvas, retrievable through the library's electronic databases, or from an internet resource.

Graduate Program Learning Objectives (PLOs)

Department of Kinesiology Graduate Program Learning Outcomes:

1. Conduct and critique research using theoretical and applied knowledge.
2. Interpret and apply research findings to a variety of disciplines within Kinesiology.
3. Effectively communicate essential theories, scientific applications, and ethical considerations in Kinesiology.
4. Acquire skills to become agents of change to address issues in Kinesiology through the application of knowledge and research.

Student Learning Outcomes and Course Objectives

Upon successful completion of this course, students will be able to:

1. Explain the fundamental characteristics of qualitative research and their relevance to the field of Kinesiology.
2. Design research incorporating various qualitative modes of inquiry.
3. Identify a research problem in Kinesiology best addressed with a qualitative or mixed-methods approach.
4. Demonstrate competence in utilizing library resources for research.
5. Articulate ethical issues in research.
6. Critique qualitative research in Kinesiology.
7. Understand qualitative research issues that affect the quality of research.
8. Demonstrate competence in qualitative data analysis.
9. Use appropriate software in the research process.
10. Demonstrate proficiency in written communication, including APA-style.

General Notes

- Make note of all exams. Makeup exams will only be considered in the presence of serious and compelling reasons about which the instructor is notified *prior to the exam*.
- Check *Canvas* regularly for topic-specific information.
- Only under extreme circumstances will an “incomplete” grade be assessed.
- Regular engagement in group activities and discussion is required.
- Papers must be original compositions written specifically for this course.
- A passing grade must be attempted on all assignments for this class.

Class Structure

Class will be a combination of lectures, class discussions, occasional asynchronous videos, and numerous interactions via discussion boards. In addition, for the first time ever we will be uploading “Qualitative Tales” videos with some colleagues about various issues in qualitative research. There is SO much that we want you to know, and want to share with you.

Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Course Requirements

This course will include a midterm and final exam as well as a series of assignments culminating with a final paper:

1. *Data collection*: For this assignment, you are to collect qualitative data using one of the methods we will discuss in class. You may collect ethnographic data, (i.e., participant-observation data), interview data, or media-related data. The data you collect may be related to your final paper topic if you choose; otherwise, you can use the assignment simply as data collection practice. Further details will be provided in class and on Canvas.
2. *Canvas Discussion Boards*: Each week you are expected to have completed the assigned readings prior to class. During the week prior to class, students are required to contribute at least TWO times to the Canvas discussion boards during

the week with a) thoughtful questions, b) responses to classmates' posts, and c) original, substantive comments related to the readings and class topics. The discussion boards are a way to engage with the readings and they are really important in that I will be able to provide feedback a couple times during the week. Historically, students who really dig into the readings and work out their thoughts on the discussion boards absolutely do better in the class! **NOTE:** *Students should be respectful at all times, and any disrespectful or offensive comments will be dealt with appropriately.*

3. **Paper Proposal:** A synthesis of your proposed final paper topic will be submitted as a paper proposal and will be included as part of your final paper grade. For this assignment, you will submit a 2-page overview of your proposed topic. You will also identify 5-7 references that are related to your proposed topic; list the references in APA style and attach to your 2-page proposal. Further details will be provided in class, and the assignment along with a sample proposal are both in the Modules section of canvas.

4. **Final Paper:** Each student will individually write and submit an original research paper as a culminating final project for KIN 251. The final paper should include: 1) a clear introduction, rationale, and statement of purpose, 2) a *minimum* 8-10 page literature review* with appropriate subheadings, 3) a detailed methods section, and 4) a preliminary results and discussion section. While there are no set limits, *the minimum page length is 15 total pages (not including references) to ensure that the 3,000-word GVAR requirement is met.* Papers must follow current APA style throughout. Failure to follow APA style will result in grade reduction. *Along with receiving feedback on the pre-proposal and proposal, students will also receive feedback via office hours, and/or Google Chat and/or Slack.* **Note:** *A detailed lecture (with slides) on the components of the paper will be provided on Canvas.*

5. **Midterm and final exams:** Exams will consist of multiple choice, short answer and essay questions based on the class material.

Assessment Methods and Evaluation

Assignment	Percentage	Grade Earned	Due Date
Paper Proposal	10		
Data Collection	10		
Weekly Canvas Posts	20		Tuesday 9 pm weekly (Preferably earlier)
Midterm Exam	15		
Final Paper	30		
Final Exam (mode TBA)	15		
TOTAL	100		

Final Grading Scale

To determine the final grade for the class, the following grading scale will be used based on the final cumulative percentage earned for all assignments.

A plus = 100 to 98%	A = 97.9 to 93%	A minus = 92 to 90%
B plus = 89.9 to 87.9%	B = 87.9 to 83%	B minus = 82 to 80%
C plus = 79.9 to 77.9%	C = 76.9 to 73%	C minus = 72 to 70%
D plus = 69.9 to 67.9%	D = 66.9 to 63%	D minus = 62 to 60%
F = 59 to 0%		

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on the Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Make sure to review these university policies and resources.

The syllabus page contains information relevant to all courses at SJSU.

[General Expectations, Rights and Responsibilities of the Student](#)

[Workload and Credit Hour Requirements](#)

[Attendance and Participation](#)

[Timely Feedback on Class Assignments](#)

[Accommodation to Students' Religious Holidays](#)

[Dropping and Adding](#)

[Consent for Recording of Class and Public Sharing of Instructor Material](#)

[Academic integrity](#)

[Campus Policy in Compliance with the American Disabilities Act](#)

[Student Technology Resources](#)

[SJSU Peer Connections](#)

[SJSU Writing Center](#)

[SJSU Counseling and Psychological Services](#)

EXAM PROTOCOLS AND INFORMATION

Exam protocols

Exams will be accessed and proctored through Respondus Lockdown Browser (RLB). Please note it is the instructor's discretion to determine the method of proctoring. If cheating is suspected, the proctored videos may be used for further inspection and may become part of the student's disciplinary record. Note that the proctoring software does

not determine whether academic misconduct occurred, but does determine whether something irregular occurred that may require further investigation. Students are encouraged to contact the instructor if unexpected interruptions (from a parent or roommate, for example) occur during an exam.

Recording of Classes

Students are not allowed to record without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Technology Requirements Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

Online Exams Testing Environment: Setup

- No earbuds, headphones, or headsets visible.
- The environment is free of other people besides the student taking the test.
- If students need scratch paper for the test, they should present the front and back of a blank scratch paper to the camera before the test.
- No other browser or windows besides Canvas opened.
- A workplace that is clear of clutter (i.e., reference materials, notes, textbooks, cellphone, tablets, smart watches, monitors, keyboards, gaming consoles, etc.)
- Well-lit environment. Can see the students' eyes and their whole face. Avoid having backlight from a window or other light source opposite the camera.

Testing Environment: Scan Before students can access the test questions, they are expected to conduct a scan around their testing environment to verify that there are no materials that would give the student an unfair advantage during the test. The scan will include:

- the desk/work--space
- a complete view of the computer including USB ports and power cord connections
- a 360--degree view of the complete room

Students must:

- Remain in the testing environment throughout the duration of the test.

- Keep full face, hands, workspace including desk, keyboard, monitor, and scratch paper, in full view of the webcam

Technical difficulties

Internet connection issues: Canvas autosaves responses a few times per minute as long as there is an internet connection. If your internet connection is lost, Canvas will warn you but allow you to continue working on your exam. A brief loss of internet connection is unlikely to cause you to lose your work. However, a longer loss of connectivity or weak/unstable connection may jeopardize your exam.

Other technical difficulties: Immediately email the instructor a current copy of the state of your exam and explain the problem you are facing. Your instructor may not be able to respond immediately or provide technical support. However, the copy of your exam and email will provide a record of the situation.

Contact the SJSU technical support for Canvas: Technical Support for Canvas Email: ecampus@sjsu.edu Phone: (408) 924--2337 <https://www.sjsu.edu/ecampus/support/>

- If possible, complete your exam in the remaining allotted time, offline if necessary. Email your exam to your instructor within the allotted time or soon after.

Academic Dishonesty

Students who are suspected of cheating during an exam will be referred to the Student Conduct and Ethical Development office and depending on the severity of the conduct, will receive a zero on the assignment or a grade of F in the course. Grade Forgiveness does not apply to courses for which the original grade was the result of a finding of academic dishonesty.

Tentative Course Schedule, Spring 2022

This is a tentative schedule and as such is subject to change with fair notice. For the MOST accurate schedule and readings, please consult the MODULES page on Canvas.

Note that students will have read AND commented on the message boards for the reading(s) assigned for each given week.

Week	Date	Topic	Readings	Instructor/Assignment(s) Due/In-class tasks
1	1/26	Introductions and laying the groundwork	Sparkes & Smith (2014), Ch 1	Chin/Butryn Video: "How I became a qualitative researcher"
2	2/2	Introduction to qualitative research process; Some history of qualitative research	Braun & Clarke (2013). Ten fundamentals of qualitative research Nagy Hesse-Biber & Leavy (2011)	Butryn Video: "How to search databases"

3	2/9	Paradigms of knowledge: Understanding the philosophy of knowledge in Kinesiology	Creswell (2013) Chapter 2 – Paradigms Creswell (2016). Using philosophy and theory in qual research	Chin/Butryn
4	2/16	Identifying a research problem; Basics of designing a study	Creswell (2013) Chapter 3 - Designing qualitative studies Sparkes & Smith (2014). Getting started	Chin Video: Developing your research question
5	2/23	Interviewing	Braun & Clarke (2013) Ch. 4 Sparkes & Smith (2014). (pp. 83-99)	Butryn
6	3/2	Phenomenology	Smith (2017) Interpretative Phenomenological Analysis.pdf Grace & Butryn (2019)	Butryn Video: Allison Grace (MA, 2017)
7	3/9	Ethnography	Angrosino (2009) Chs.1&2 Crockett (2017) Chasing Rx	Chin *Pre-proposals due Video: Dr. Mike Dao (MA, 2013, PhD U of Toronto 2019)
8	3/16	Midterm ON CAMPUS	Study! Creswell (2016) Literature Map	Chin *Midterm
9	3/23	Media Analysis	Millington & Wilson (2017). Making media data. Masucci & Butryn (2013). Critical content analysis of UFC newspaper coverage (READ 1) Vaccaro & Butryn (2019). Media analysis of Suzy Favor Hamilton and Bipolar Disorder. (READ 1) McGannon, McMahon, & Price (2017). Media analysis of Andy Murray and fatherhood	Butryn Video to watch before class: Jordan Schmidt (MA, 2017) *Proposals due
10	3/30	Spring Recess	No Class	

11	4/6	Basics of Thematic Data Analysis;	Creswell (2016) Basics of data coding (OPTIONAL) Braun, Clarke, & Weate (2017). Thematic Analysis	Butryn
12	4/13	Data analysis (cont) Writing Ch 3 * Overview of final paper	Creswell (2016), ch. 18	Chin In class work on coding in pairs
13	4/20	Focus groups	Focus Group Chapters 1 & 2 Johnson, Butryn & Masucci (2013). Knowledge and perceptions of doping in US and Canadian female triathlete	ASYNCHRONOUS CLASS: NASSS Conference
14	4/27	Evaluating qualitative research & Establishing Quality	Tracy (2010) Criteria for quality in qualitative research Burke (2017) Rethinking 'validity' and 'trustworthiness' in qualitative inquiry	Chin *Data Collection Due Video: Dr. Brett Smith talk on generalizability
15	5/4	Writing practices in qualitative research (voice, style, etc.); Ethics	Creswell (2016). Writing and Publishing Qualitative Research Chs. 24-27	Chin
	5/11	Discuss final papers and final exam; End of semester optional social!	Final papers due Monday, 5/16 11:59pm	Final papers due to Canvas by 11:59 pm
Final Exam	5/19 2:45-5:00		In accordance with University Final Exam Schedule (Group I)	Butryn