



UNIVERSITY OF CALGARY

Fall 2019

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Seminar in Mixed Methods Research			
Course Number	SOC 601/701		
Pre/Co-Requisites	Consent of the department		
Instructor Name	Jean E. Wallace	Email	jwallace@ucalgary.ca
Instructor Email Policy	Feel free to contact me over email at any time. Please put the course name and number (SOC 601/701) in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. Please e-mail me for administrative purposes only , for example to set up an appointment. Please do not use e-mail as a replacement for an office visit if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours or after class.		
Office Location	Social Sciences 914	Office Hours	Tuesday & Thursday 1:00-1:45
Class Dates	Thursday		
Class Times	9:30-12:15		
Class Location	Social Sciences 921		

Course Description

This course will provide an introduction to mixed methods research to graduate students who are already familiar with quantitative and qualitative methods. It will introduce students to the emerging and ongoing challenges related to the application of mixed methods as experienced across various disciplines. The mixed methods approach will be discussed to inform and provide guidance in decision making about when and how to use mixed methods. Different types of mixed methods research designs will be examined and critical issues involving the use of mixed methods will be addressed.

Course Objectives/Learning Outcomes

- **Asking Mixed Methods Questions:** Students will be able to formulate research questions appropriate for mixed methods and learn how and when to use mixed methods.
- **Using Mixed Methods Approaches:** Students will be able to differentiate between the different mainstream mixed methods designs and approaches.
- **Communicating Mixed Methods Results:** Students will be able to identify avenues for dissemination of mixed methods findings and translate mixed methods results into publishable manuscripts and/or practical applications.

Required Textbooks, Readings, Materials, Electronic Resources

Morgan, D.L. (2014). *Integrating Qualitative and Quantitative Methods: A Pragmatic Approach*. SAGE Publications Inc.: Thousand Oaks, CA. Note that the e-book version is available for no cost.
<http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach>

DeCuir-Gunby, J.T., and Schutz, P.A. (2017). *Developing a Mixed Methods Proposal: A Practical Guide for Beginning Researchers*. SAGE Publications Inc.: Thousand Oaks, CA. Selected chapters and note that the e-book version is available for no cost.
<http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/Book/developing-a-mixed-methods-proposal>

Optional Textbook:

Creswell, J.W., and Plano Clark, V.L. (2017). *Designing and Conducting Mixed Methods Research*. SAGE Publications Inc.: Thousand Oaks, CA.

Schedule of Lectures

SEMINAR WEEK/DATE	SEMINAR TOPIC	REQUIRED AND RECOMMENDED READINGS
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<p>Week 1 Sept. 5</p>	<p>Introduction & welcome to the course <i>Today's class is an introduction to the dialog of mixed-methods research. Along with the typical first-day-of-class business, I will present a review of quantitative designs, a review of qualitative designs, and an overview of the rest of the term.</i></p>	<p>Morgan, D.L. (2014). "An Introduction and Overview" (Chapter 1, pp. 3-23)</p> <p>Morgan, D.L. (2014). "Pragmatism as a Paradigm for Mixed Methods Research" (Chapter 2, pp. 25-44). http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach</p>
<p>Week 2 Sept. 12</p>	<p>Quantitative Methods We will explore different quantitative approaches to survey research that rely on primary and secondary data sources. Reflective memo (1) Tues Sept 17</p>	<p>Burns, K.E.A. et al. (2008). A Guide for the Design and Conduct of Self-Administered Surveys of Clinicians. Canadian Medical Association Journal, 179(3): 245-252. http://bit.ly/2wPE53s</p> <p>Johnson, R.L., & Morgan, G.B. (2016). Survey Scales: A Guide to Development, Analysis and Reporting. Guilford Press: New York. pp. 1-16; 18-32. http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4584953</p> <p>Shultz, K.S., Hoffman, Calvin C., & Reiter-Palmon, R. (2005). Using Archival Data for I-O Research: Advantages, Pitfalls, Sources, and Examples, <i>Psychology Faculty Publications</i>, 5. https://digitalcommons.unomaha.edu/psychfacpub/5</p>
<p>Week 3 Sept. 19</p>	<p>Qualitative Methods We will review an overview of different qualitative approaches to inquiry. Reflective memo (2) Tues Sept 24</p>	<p>Creswell, J.W. (2013). Qualitative Inquiry & Research Design: Choosing Among Five Approaches. SAGE Publications, Inc.: Thousand Oaks, CA. pp. 69-110. PDF posted on D2L</p> <p>Curry, L.A., Nembhard, I.M., & Bradley, E.H. (2009). Qualitative and Mixed Methods Provide Unique Contributions to Outcomes Research. <i>Circulation</i>, 119: 1442-1452. http://bit.ly/2vXvqP4</p> <p>Banerjee, P. (2018). Subversive Self-Employment: Intersectionality and Self-Employment among Dependent Visa Holders in the United States. <i>American Behavioral Scientist</i>, 63(2):186-207. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0002764218793685</p> <p>Osborne, M. (2019). Who Gets "Housing First"? Determining Eligibility in an Era of House First Homelessness. <i>Journal of Contemporary Ethnography</i>, 48(3):402-428.</p>

		https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0891241617753289
Week 4 Sept. 26	Positivist, Naturalistic and Pragmatist Paradigms: Where is Mixed Methods? <i>Today's discussion focuses on the history of 'mixing' methods. A major piece of this history involves a variety of paradigms, or philosophical frameworks, for thinking about research. We will compare these paradigms and discuss the implications of adopting a pragmatic approach to mixed methods.</i> Reflective memo (3) Tues Oct 1	<p>Morgan, D.L. (2014). "Research Design and Research Methods" (Chapter 3, pp. 45-62). http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach</p> <p>Bryman, A. (2006). Paradigm Peace and the Implications for Quality. <i>International Journal of Social Research Methodology</i>, 9(2):111-126 http://bit.ly/2hQlnVw</p> <p>Johnson, R.B., & Onwuegbuzie, A.J. (2004). Mixed Methods Research: A Research Paradigm Whose Time Has Come. <i>Educational Researcher</i>, 33(7):14-26 http://bit.ly/2vuikqj</p> <p>Recommended Reading: DeCuir-Gunby, J.T., & Schutz, P.A. (2017). "The Role of Theory in Mixed Methods Research" in <i>Developing A Mixed Methods Proposal: A Practical Guide for Beginning Researchers</i>. SAGE Publications, Inc,; Thousand Oaks, CA. (Chapter 2, pp. 17-32). http://methods.sagepub.com/book/developing-a-mixed-methods-proposal</p>
Week 5 Oct. 3	Identifying a problem and developing mixed methods research questions <i>For today's discussion, we discuss research questions as we learned them in the mono-method traditions. We also examine how research questions may be posed for different types of mixed methods depending on their data collection strategies.</i> Reflective memo (4) Tues Oct 8	<p>DeCuir-Gunby, J.T., & Schutz, P.A. (2017). "Asking Appropriate Research Questions" in <i>Developing A Mixed Methods Proposal: A Practical Guide for Beginning Researchers</i>. SAGE Publications, Inc,; Thousand Oaks, CA. (Chapter 3, pp. 33-43). http://methods.sagepub.com/book/developing-a-mixed-methods-proposal</p> <p>Onwuegbuzie, A.J. & Leech, N.J. (2006). Linking Research Questions to Mixed Methods Data Analysis Procedures, <i>The Qualitative Report</i>, 11(3):474-498. http://bit.ly/2uvVQlv</p>

<p>Week 6 Oct. 10</p>	<p>Understanding the Rationale for Mixing Methods <i>There is little consensus about how to summarize the different motivations for using mixed methods, which may partly explain why the rationale for mixing methods is often absent in many research articles. We will explore and classifying rationales for employing mixed methods research and whether they are useful in helping researchers articulate their reasons more explicitly.</i> Reflective memo (5) Tues Oct 15</p>	<p>Morgan, D.L. (2014). "Motivations for Using Mixed Methods Research" (Chapter 4, pp. 63-84) http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach</p> <p>Plano Clark, V.L., & Ivankova, N.V. (2016) Why use Mixed Methods Research? In <i>Mixed Methods Research: A Guide to the Field</i>, SAGE Publications Inc.: Thousand Oaks, CA. pp. 79-104 http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/mixed-methods-research-a-guide-to-the-field</p> <p>Bryman, A. (2006). Integrating Quantitative and Qualitative Research: How is it Done? <i>Qualitative Research</i>, 6(1):97-113 http://bit.ly/2vqG68a</p> <p>Recommended Reading: DeCuir-Gunby, J.T., & Schutz, P.A. (2017). "The Mixed Methods Proposal Introduction" in <i>Developing A Mixed Methods Proposal: A Practical Guide for Beginning Researchers</i>. SAGE Publications, Inc.,: Thousand Oaks, CA. (Chapter 4, pp. 45-62). http://methods.sagepub.com/book/developing-a-mixed-methods-proposal</p>
<p>Week 7 Oct. 17</p>	<p>Overview and Introduction to Mixed Methods Typologies <i>In today's class, we will discuss mixed method typologies and how they are useful in designing, describing and justifying a MM design. We will also review the typologies offered in the readings and discuss which designs might be useful for your research as you start thinking about your purpose statement for your proposed project. Skim the readings and select one chapter to read in depth that best fits with your thinking of the different MM designs; it might also be suitable for your research.</i></p>	<p>Morgan, D.L. (2014). "The Sequential Priorities Model" (Chapter 5, pp. 85-102). http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach</p> <p>Creswell, J.W., & Plano Clark, V.L. (2011). "Choosing a Mixed Methods Design" in <i>Designing and Conducting Mixed Methods Research</i>. SAGE Publications Inc.: Thousand Oaks, CA., pp. 53-106. <i>PDF posted on D2L</i></p>

	<p>Reflective memo (6) Tues Oct 22</p>	
<p>Week 8 Oct. 24</p>	<p>Operationalizing and Extending the Mixed Methods Purpose Statement <i>In today's class, you will focus on drafting a Purpose Statement for the specific Mixed Methods design that best fits your research question. We will also provide a brief refresher on popular qualitative and quantitative methods and key concepts used in appraising them.</i> Reflective memo (7) Tues Oct 29</p>	<p>Select the chapter from Morgan specific to your Mixed Methods Design: Morgan, D.L. (2014). Chapter 6 (pp. 105-122), <u>or</u> 7 (pp. 123-152), <u>or</u> 8 (pp. 153-178) <u>or</u> 9 (pp. 179- 194) http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach</p>
<p>Week 9 Oct. 31</p>	<p>Developing Your Mixed Methods Design Diagram <i>From the Week 7 Handouts and Week 8 Readings, you will continue working on your Mixed Methods designs using your Purpose Statement, Flowchart and Mixed Methods Design Diagrams. Today you will present your designs to the class for feedback and discussion.</i> No Reflective memo</p>	<p>No readings for this week.</p>
<p>Week 10 Nov. 7</p>	<p>Connecting, Merging and Integrating Qualitative and Quantitative Data <i>There are different approaches and challenges when trying to link qualitative and quantitative findings. We examine strategies that</i></p>	<p>Bazeley, P. (2012). Integrative Analysis Strategies for Mixed Data Sources. <i>American Behavioral Scientist</i>, 56(6):814-828. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0002764211426330 Guetterman, T.C., Feters, M.D., Creswell, J.W. (2015) Integrating Quantitative and Qualitative Results in Health Science Mixed Methods Research Through Joint Displays, <i>Annals of Family Medicine</i>, 13 (6):554-561 http://www.annfammed.org/content/13/6/554</p>

	<p>connect, merge and integrate different forms of data and how interpretations and inferences are drawn from them in answering the research questions posed.</p> <p>Reflective memo (8) Tues Nov 19</p>	<p>Recommended Reading (An Example): Woolley, C. (2009) Meeting the Mixed Methods Challenge of Integration in a Sociological Study of Structure and Agency, <i>Journal of Mixed Methods Research</i>, 3(1): 7-25 http://bit.ly/2uxX4yB</p>
Nov. 14	Reading Week	Breathe.
Week 11 Nov. 21	<p>Putting Mixed Methods into Practice I We discuss some of the challenges of carrying out and integrating data in mixed methods research.</p> <p>Reflective memo (9) Tues Nov 26 or Tuesday Dec 3 (your choice)</p>	<p>Morgan, D.L. (2014). "Finding the Expertise to Combine Mixed Methods" (Chapter 11, pp. 213-224); and "Conclusions: Further Thoughts about Research Design" (Chapter 12, pp. 225-234). http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach</p> <p>Bryman, A. (2007). Barriers to Integrating Quantitative and Qualitative Research. <i>Journal of Mixed Methods Research</i>, 1(1):8-22 http://bit.ly/2vuw0S8</p>
Week 12 Nov. 28	<p>Putting Mixed Methods into Practice II We discuss some of the challenges of writing up and communicating mixed methods results and proposals.</p> <p>Reflective memo (9) Tues Nov 26 or Tuesday Dec 3 (your choice)</p>	<p>Leech, N.L., Onwuegbuzie, A.J., and J.P. Combs (2011). Writing Publishable Mixed Research Articles: Guidelines for Emerging Scholars in the Health Sciences and Beyond. <i>International Journal of Multiple Research Approaches</i>, 5: 7-24 http://bit.ly/2vWCjB4</p> <p>DeCuir-Gunby, J.T., & Schutz, P.A. (2017). "The Mixed Methods Proposal Introduction" in <i>Developing A Mixed Methods Proposal: A Practical Guide for Beginning Researchers</i>. SAGE Publications, Inc., Thousand Oaks, CA. (Chapter 7, pp. 107-128). http://methods.sagepub.com/book/developing-a-mixed-methods-proposal</p>
Week 13 Dec. 5	Final Project Presentations	

Methods of Assessment and Grading Weights (see Grading Rubrics on pages 11-14)

Method	Due	Grade Percentage
Reflective Memos	Weeks 2-13 (Noon Tuesdays)	9 x 4% = 36%
Article Critique	Week 7 (Oct. 15 noon)	20%
Final Project (Oral + Written)	Weeks 12-14 (Dec. 16 noon)	10% + 34% = 44%

- **Reflective Memos:** Memos are to be submitted weekly to Dropbox on D2L by Tuesday at noon, beginning in Week 2 for every week that has assigned readings totaling 9 weeks @ 4% per week. Please note you have a choice between two different memos for Week 9. The memos will be no more than 2 pages and should be used to link the themes and issues raised across all of the assigned

readings for the week. The memo should reflect more of a conversation across the articles than a linear summary. At the end of each memo suggest one question that might be raised by that week's readings. These memos will form part of the basis for discussion in each class (*Value= 9 x 4% = 36%*).

- **Article Critique:** Select one mixed methods research paper and critique it using the assessment tool that will be provided by the instructor. Paper will be a maximum of 10 pages, excluding title page and references. Due Tuesday October 15 at noon to Dropbox on D2L. (*Value = 20%*).
- **Final Project and Presentation:** Choice of Research Proposal or Research Article or Narrative Review of the State of Mixed Methods in the student's field of study (due December 16 by noon to Dropbox on D2L). The final paper for this class should reflect your original and individual work on one of the above topics, related to the range of topics covered in this class. It should refer to and cite the relevant class readings throughout and you may incorporate parts of your reflective memos where appropriate. The length of this final paper may be 20-25 pages. The final paper may take a number of different forms: (1) a proposal for a mixed methods research project that includes an extensive and critical review of the literature on this topic that may serve as a preliminary draft of your dissertation proposal; (2) an original mixed methods research paper that may serve as a conference or journal submission; or (3) a thorough review of the literature that identifies the key mixed methods issues, primary arguments and perspectives and a critical assessment of various contributions to the literature (*Value = 34%*). In addition, in the last class (Week 13) you will give a 10 minute presentation of your final project to the class where you may ask for feedback on your final project (*Value = 10%*).

Final Exam Information: There is no final exam for this course.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	85 – 89.99%	3.7	Very good performance
B+	80 – 84.99%	3.3	Good performance
B	75 – 79.99%	3.0	Satisfactory performance
B-	70 – 74.99%	2.7	Minimum pass for students in the Faculty of Graduate Studies
C+	67 – 69.99%	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	63 – 66.99%	2.0	
C-	59 – 62.99%	1.7	
D+	55 – 58.99%	1.3	
D	50 – 54.99%	1.0	
F	<50%	0	

Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

Technology Use

Please note that cell phones, pagers, Blackberries, internet surfing, watching videos, playing computer games, checking e-mail, text messaging, and listening to music are disruptive to the class. **Please be courteous to your classmates and professor and turn off all such devices before the class starts.** Laptop computers are to be used exclusively for the purposes of taking notes during class. Using your laptop for purposes other than taking notes (e.g., watching videos, playing solitaire, etc.) will be considered disruptive behavior. Students violating the policy will be asked to cease doing so and may be disallowed from using a laptop in future classes. Recording devices may be used only if you have permission from the professor and documentation from the Student Accessibility Office.

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
3. Final grades are not posted by the Sociology Department. They are only available online.

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These

materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Absences and Deferrals

When possible, please provide advance notice if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Department of Sociology. For information on possible forms of documentation, including statutory declarations, please see

<https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar’s Office. Further information can be found at:

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It’s available at:

https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred_termwork15_0.pdf

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

Academic Accommodation

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community

where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Success

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Representation

The Graduate Student Association VP Academic can be contacted at vpa.gsa@ucalgary.ca. For more information, and to contact other elected officials with the GSA, please visit this link: <https://www.ucalgary.ca/pubs/calendar/grad/current/graduate-students-association-gsa-grad.html>

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

Grading Rubrics for Specific Assignments

Reflective memos (Value = 9 x 4% = 36%)

Elements	Does not meet requirements(≤ B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Identification of themes and issues from assigned reading (3%)	Themes and issues are not clearly identified from the assigned weekly reading. Points from individual papers are made but	Clearly describes the themes and issues from the assigned weekly reading. Points from individual papers are made but not	The themes and issues demonstrate an insightful and highly original analysis. Points from individual papers are made and creativity and

	not linked to a theme/issue across the papers. None or little critical reflection is evident	consistently linked to a theme/issue across the papers. Critical reflection is evident	consistently linked to a theme/issue across the papers. Critical reflection is consistent and insightful
Identification of questions for class discussion (1%)	No/limited question(s) identified.	Appropriate question(s) are identified.	Questions are novel and creative.

Article critique (Value 20%)

Elements	Does not meet requirements(</= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Identification of a mixed methods study (10%)	The article does not utilize a mixed method approach.	The article utilizes a mixed methods approach.	The articles utilize a mixed methods approach.
Application of assessment tool (75%)	Limited or not applied consistently. Strengths and weakness are not consistently identified.	Assessment tool consistently applied. Strengths and weaknesses are identified.	Insightful application of assessment tool. Critical assessment of the strengths and weaknesses of the student. Suggestions for improvement are offered.
Summary statement (15%)	Demonstrates a lack of understanding of mixed methods and/or application of the assessment tool.	Demonstrates an ability to apply the assessment tool yielding a basic understanding and critique of the article.	Demonstrates an ability to critically apply the assessment tool in way that yields an insightful and sophisticated understanding of the article.

Final Project and presentation (Value = 34% + 10%)

Elements	Does not meet requirements(</= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Introduction: Purpose Statement (5%)	Purpose is difficult to identify, or unclear. Introduces topic that is not related to course objectives. Simplistic view of topic.	Clearly describes the topic or question that the paper seeks to answer. Significance of the topic is clear (who cares and why).	Purpose and significance of topic are clearly identifiable, sophisticated and insightful, pushing beyond stereotyped questions. The thesis of an A+ paper is highly original, opening new arenas of discussion related to the selected topic.
MM Rationale (10%)	The rationale is not convincing nor tailored specifically to the particular MM design being used.	A general rationale of using MM is offered and clearly explained.	The rationale is clearly stated and explains how the design will answer the research questions.

			It provides the reasons for conducting a MM in general as well as the specific MM design.
Review of the Literature (10%)	Points/statements often lack supporting evidence. Relies primarily on course materials and issues covered in class discussion. It is unclear how the author is making sense of the literature.	Effectively incorporates examples from a reasonable cross-section of current literature to support key points. Demonstrates ability to explain and critique, compare and contrast current literature. Uses course readings and literature sources beyond course readings.	Draws upon cutting edge, current, peer-reviewed literature in specific areas related to the paper topic. Demonstrates analytic depth and sophistication to critique current literature. Key concepts are clearly defined. The analysis and critique of an A+ paper poses essential questions about the topic that push inquiry and understanding well beyond readings and class discussion.
MM Design: Data collection strategies and sources; sampling and recruitment strategies; data collection instruments; ethical issues (40%)	The descriptions of the qual and quant strands lacks detail, are generic, and are not clearly tied to the specific proposed project. It is unclear how the specific qual and quant strands will answer the research questions. Design Diagram is vague or inconsistent with the description of the study.	The qual and quant strands are adequately described. The descriptions demonstrate a general understanding of the selected methods. The methods are appropriate for answering the research questions. Design Diagram is adequate in laying out the phases, procedures and outputs of the study.	The qual and quant strands are described in detail in terms of data collection/sources, sampling and measures. Samples of data collection instruments provided in appendices. It is clear how the data will answer the research questions. Potential challenges are anticipated and addressed (e.g., recruitment, response rates, access). Resources beyond the course readings are used to address decisions and issues with specific data collection methods. Design Diagram effectively lays out the phases, procedures and outputs of the study.
Connecting, Merging or Integrating MM Data (25%)	Assumptions and approach to integrating qual and quant strands is incongruent with mixed methods research tradition.	Background assumptions and selected integration framework are consistent with the mixed methods research tradition.	Clearly demonstrates ability to describe integration of qual and quant strands in a sophisticated way. Offers details in how data will be brought together and when integration will occur. Specific outputs of integration are effectively described and illustrated (e.g., joint display). Strategies to deal with divergences

			in qual and quant data are identified.
Conclusion (5%)	There is no clear conclusion, no discussion about expectations regarding the answers to the purpose statement or research question.	The topic and its significance are restated, emphasizing the importance, answers, or possibilities explored within the study.	The topic and its significance are restated, emphasizing its importance, answers, or possibilities explored within the study. Clearly proposes answers to questions such as “so what?” or “who cares?” and “what are the implications for the field of and/or mixed methods?” Poses questions that push readers toward thinking about new understandings of the topic.
Literary skill and organization (5%)	Writing style is bland and factual. Numerous errors in sentence structure, grammar, punctuation, etc. Does not incorporate relevant course materials. Paper is not well organized and difficult to follow.	Writes in a manner that is congruent with the MM research tradition. Sentence structure, grammar punctuation, etc. are strong with occasional minor errors. Refers to some relevant course materials. Paper is well organized and easy to follow.	Demonstrates throughout a fluent capacity to write in a manner that illustrates and exemplifies the selected qualitative research tradition. Incorporates the relevant course materials throughout the paper. Sentence structure, grammar punctuation, etc. are excellent with negligible errors. The paper is extremely well organized and logical.

Oral presentation (10%)	Presentation lacked clear introduction, body and conclusion. Minimal use of visual materials (audio visual or handouts or other) and delivery lacked confidence/clarity. No/limited questions are identified.	Presentation clearly organized with good visual materials (audio visual or handouts or other). Appropriate questions are identified.	Captivating oral presentation with creative use of visual materials (audio visual or handouts or other). Questions are novel and creative.
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