



UNIVERSITY OF CALGARY

Faculty of Arts
Department of Sociology
Sociology Department Home Page: <http://www.soci.ucalgary.ca>

Sociology 601.01/701.01 Seminar in Mixed Methods Research

• Winter 2019	• Wednesday 9:00-11:45	• Social Sciences 921
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Instructor: Dr. Jean E. Wallace

Office: Social Sciences 914

Email: jwallace@ucalgary.ca

Phone: 403-220-6515

Office Hours: Tuesdays and Thursdays at 10:00-10:45, after class; or by appointment

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 Textbook

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 not cost.

<http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach>

Optional Textbook:

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

Learning Experiences

Learning will embrace a variety of approaches including didactic lectures, readings and facilitated discussion, small group work and reflective exercises. Students will have the opportunity to engage with and develop research approaches reflecting the mixed methods tradition. Opportunities to explore the contributions from an interdisciplinary perspective will be encouraged.

Class Format

Students will participate in small group settings that provide a supportive environment for active and collaborative learning, faculty to student contact, and a high level of academic challenge. The format for this course is an interactive seminar. Students are expected to come prepared with questions based on the pre-class readings. *All students are expected to participate in class discussions.* Students are encouraged to reflect on the relevance of the topic under discussion as it relates to their area of practice/population of focus or to their research question.

Methods of Evaluation:

Method	Due	Grade Percentage
Reflective Memos	Weeks 2-11 (Noon Monday)	9 x 4% = 36%
Article Critique	Week 7 (Mar 18 noon)	20%
Final Project (Oral + Written)	Weeks 14 (Apr 17 noon)	10% + 34% = 44%

- Reflective Memos:** Memos are to be submitted weekly to Dropbox on D2L by Monday at noon, beginning in Week 2 for every week that has assigned readings totaling 9 weeks @ 4% per week. The memos will be no more than 2 pages and should be used to link the themes and issues raised across each 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 or two questions 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 1 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 Monday March 18 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 Wednesday April 17 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. 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 12) you will give a 10 minute presentation of your final project to the class (*Value = 10%*).
- Final Exam Information:** There is no final exam for this course.

SEMINAR WEEK/DATE	SEMINAR TOPIC	REQUIRED READINGS
<p>Week 1 January 16</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 January 23</p>	<p>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 (1) Mon Jan 21</p>	<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/2hQinVw</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/2vuiqkj</p>
<p>Week 3 January 30</p>	<p>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 (2) Mon Jan 28</p>	<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. (pp. 33-43). <i>PDF posted on D2L</i></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 4 February 6</p>	<p>Quantitative Methods <i>We will explore different quantitative approaches to survey research that rely on primary and secondary data sources.</i> Reflective memo (3) Mon Feb 4</p>	<p>Denzin, N.K. (2010). Moments, Mixed Methods, and Paradigm Dialogs. <i>Qualitative Inquiry</i>, 16(6):419-427. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1077800410364608</p> <p>Johnson, R.L., & Morgan, G.B. (2016). <i>Survey Scales: A Guide to Development, Analysis and Reporting</i>. 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>NB: Additional article from Curtis TBA</p>

<p>Week 5 February 13</p>	<p>Qualitative Methods <i>We will review an overview of different qualitative approaches to inquiry.</i> Reflective memo (4) Mon Feb 11</p>	<p>Creswell, J.W. (2013). <i>Qualitative Inquiry & Research Design: Choosing Among Five Approaches</i>. SAGE Publications, Inc.: Thousand Oaks, CA. pp. 69-110. <i>PDF posted on D2L</i></p> <p>NB: Additional articles from McCoy and Banerjee TBA</p>
<p>Week 6 February 27</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) Mon Feb 25</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>Week 7 March 6</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> Reflective memo (6) Mon Mar 4</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>Week 8 March 13</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) Mon Mar 11</p>	<p><i>Select the chapter from Morgan specific to your Mixed Methods Design:</i> Morgan, D.L. (2014). Chapter 6 (pp. 105-122), or 7 (pp. 123-152), or 8 (pp. 153-178) or 9 (pp. 179- 194) http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/book/integrating-qualitative-and-quantitative-methods-a-pragmatic-approach</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>Burns, K.E.A. et al. (2008). A Guide for the Design and Conduct of Self- Administered Surveys of Clinicians. <i>Canadian Medical Association Journal</i>, 179(3): 245-252. http://bit.ly/2wPE53s</p>
<p>Week 9 March 20</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></p>	<p>No readings</p>
<p>Week 10 March 27</p>	<p>Connecting, Merging and Integrating Qualitative and Quantitative Data <i>There are different approaches to analyzing data in a mixed methods study, and different challenges when trying to link qualitative and quantitative findings. We examine strategies that connect, merge and integrate different forms of data and how interpretations and inferences are drawn from them in answering the research questions posed.</i> Reflective memo (8) Mon Mar 25</p>	<p>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> <p>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>Week 11 April 3</p>	<p>Putting Mixed Methods into Practice <i>We discuss some of the challenges of writing up and communicating mixed methods results, as well as implementing the outcomes from mixed methods research.</i> Reflective memo (9) Mon Apr 1</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>Recommended Readings: 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> <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>Archibald, M.M., Radil, A.I., Zhang, X., Hanson, W.E. (2015) Current mixed methods practices in qualitative research: A content analysis of leading journals. <i>International Journal of Qualitative Methods</i>, 14(2): 5-3 http://bit.ly/2vqznsT</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</p>
<p>Week 12 April 10</p>	<p>Final Project Presentations</p>	

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 performance
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
C+	67 – 69.99%	2.3	Failure. All grades below "B-" are indicative of failure and do not count toward graduate program 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%		

The grades for a course component may be scaled to maintain equity among sections and to conform to departmental norms.

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.

Email

Feel free to contact me over email at any time. Please put the course name and number 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.

Emergency Evacuations

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at **Social Sciences Food Court**.

Handing in Papers, Assignments

The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor. **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 provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Final grades are not posted by the Sociology Department. They are only available online.

Ethics Research

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.

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-5.html>

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/n-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 about deadlines, and where paperwork should be taken, is available on the form, which can be found at: <https://www.ucalgary.ca/registrar/exams/deferred-exams>

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://www.ucalgary.ca/registrar/files/registrar/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).

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>
You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/ombuds/contact>

Safewalk

The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.

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.

Student Resources

[SU Wellness Centre](#)

[Campus Mental Health Strategy](#)

Marking 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 not linked to a theme/issue across the papers. None or little critical reflection is evident	Clearly describes the themes and issues from the assigned weekly reading. Points from individual papers are made but not consistently linked to a theme/issue across the papers. Critical reflection is evident	The themes and issues demonstrate an insightful and highly original analysis. Points from individual papers are made and creativity and 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 2 mixed methods studies (2%)	The articles does not utilize a mixed method approach	The articles utilize a mixed methods approach	The articles utilize a mixed methods approach.
Application of assessment tool (15%)	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. Strengths and weaknesses identified with suggestions for improvement
Summary statement (3%)	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 articles.	Demonstrates an ability to critically apply the assessment tool in way that yields an insightful and sophisticated understanding of the articles.

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

Elements	Does not meet requirements(</= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Thesis statement (Aim or purpose of paper; topic or question to be addressed) (4%)	Purpose of paper is difficult to identify, or unclear. Introduces topic that is not related to course objectives.	Clearly describes the topic or question that the paper seeks to answer. Significance of the topic is clear (who cares and why).	Purpose & significance of paper are clearly identifiable, sophisticated & insightful, pushing beyond stereotyped questions. The thesis of an A+ paper is highly original, opening new arenas of discussion related to the selected topic.
Analysis/Synthesis (10%)	Assumptions and approach to interpreting and analyzing relevant materials is incongruent with mixed methods research tradition. Points/statements often lack supporting evidence. Quotes may be poorly integrated & explored. Relies primarily on course materials and issues covered in class discussion. It is unclear how the author is making sense of the literature.	Background assumptions and selected organizing framework are consistent with the mixed methods research tradition. Effectively incorporates examples from a reasonable cross-section of current literature to support key points. Quotes are well integrated, explored and discussed. Demonstrates ability to explain & critique, compare & contrast current literature. Uses several literature sources beyond course readings.	Clearly demonstrates ability to write, analyze and critique materials in a manner that illustrates fluid application of the mixed method research tradition. Draws upon cutting edge, current, peer-reviewed literature in specific areas related to the paper topic. Excellent integration of quoted material. Demonstrates analytic depth and sophistication to critique current literature. Clearly links literature to personal professional experience and proposed dissertation project/original research paper/review of the literature. The analysis & critique of an A+ paper poses essential questions about the topic that push inquiry and understanding well beyond readings and class discussion.
Argumentation (10%)	Simplistic view of topic. Little or no effort to grasp possible alternative views. May contain logical contradictions.	Counter-arguments are acknowledged, though perhaps not addressed or explored in sufficient depth.	Anticipates and successfully defuses or responds to counter-arguments. Makes novel connections to outside material that illuminates the thesis.
Conclusion (5%)	There is no clear conclusion, no attempted response to the question or issue posed in the purpose/thesis statement.	The thesis and its significance are restated, emphasizing the discovered importance, answers, or possibilities explored within the paper.	The thesis and its significance are restated, emphasizing the discovered importance, answers, or possibilities explored within the paper. Clearly proposes answers to questions such as “so what?” or “who cares?” and “what are the implications for the field of

			nursing/sociology/health sciences &/or mixed methods?" Poses questions that push readers toward thinking about new understandings of the topic.
Literary skill and style (5%)	Writing style is bland & factual, disconnected from the selected qualitative research tradition. Numerous errors in sentence structure, grammar, punctuation & diction. Numerous errors in APA formatting and citations.	Writes in a manner that is congruent with the selected qualitative research tradition. Sentence structure, grammar punctuation & diction are strong with occasional minor errors. Follows APA (6 th Ed) format appropriately with few errors	Demonstrates throughout a fluent capacity to write in a manner that illustrates and exemplifies the selected qualitative research tradition. Sentence structure, grammar punctuation & diction are excellent with negligible errors. Meticulous APA format (6 th Ed) is followed consistently.
Oral presentation (10%)	Presentation lacked clear introduction, body and conclusion. Minimal use of audiovisual inputs, delivery lacked confidence/clarity. No/limited questions are identified.	Presentation clearly organized with good audiovisual input. Appropriate questions are identified.	Captivating oral presentation with creative use of audio-visual inputs. Questions are novel and creative.