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| ABU_KKK_01-15.jpg | | | | | **ECTS Course Description Form** | | | | | | | | | | | | | | | | | | | | | | |
| **PART I ( Senate Approval)** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Offering School** | **College of Business** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Offering Department** | **Political Science and International Relations** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Program(s) Offered to** | **BA Political Science and International Relations** | | | | | | | | | | | | |  | | | | | | | | | | | | | |
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| **Course Code** | **POLS 213** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Name** | **Qualitative Data Analysis** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Language of Instruction** | **English** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Course** | Lecture | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Level of Course** | **Undergraduate** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Hours per Week** | **Lecture:** 3 | | | | | **Laboratory:** | | | | **Recitation:** | | **Practical: 1** | | | | | **Studio:** | | | | | **Other:** | | | | | |
| **ECTS Credit** | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Grading Mode** | Standard Letter Grade | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Pre-requisites** | None | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Co-requisites** | None | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Registration Restriction** | Only undergraduate students | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Educational Objective** | This course aims to familiarize students with widely used qualitative data collection and analysis methods. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Description** | The course starts with an introduction of the qualitative epistemology, research design and ethical concerns involved in qualitative perspective. The latter section centers on different data collection methods - i.e. interviewing, participant observation, social historical research and content analysis - and analysis methods, i.e. analytical induction, successive approximation, and narrative method. The course structure will become more student-oriented and demand a more active participation after the mid-term exam.  Being a research methods course, POLS 305 requires very active participation of the students. After getting familiar with the qualitative methodology in the first part, the students are expected to run their own projects. The research will be a group exercise and students will be assigned in clusters of 3. Each group will chose their own method in collecting data and conduct their research. The participants of the course will be expected to collect, analyze and report their own qualitative data under the close supervision of the instructor. The requirements for this course are designed to assist you in accomplishing these objectives. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Learning Outcomes** | **LO1** | | | Identify the fundamentals of a qualitative research design. | | | | | | | | | | | | | | | | | | | | | | | |
| **LO2** | | | Attribute significance to ethics in qualitative research. | | | | | | | | | | | | | | | | | | | | | | | |
| **LO3** | | | Perform basic researches. | | | | | | | | | | | | | | | | | | | | | | | |
| **LO4** | | | Collect data by using one of the methods thought in the course. | | | | | | | | | | | | | | | | | | | | | | | |
| **LO5** | | | Analyze data by using one of the methods thought in the course. | | | | | | | | | | | | | | | | | | | | | | | |
| **LO6** | | | Report the research process and conclusions. | | | | | | | | | | | | | | | | | | | | | | | |
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| **PART II ( Faculty Board Approval)** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Basic Outcomes (University-wide)** | | **No.** | **Program Outcomes** | | | | | | | | | | **LO1** | | | **LO2** | | | **LO3** | | **LO4** | | | | **LO5** | | **LO6** |
| **PO1** | Ability to communicate effectively and write and present a report in Turkish and English. | | | | | | | | | |  | |  | | |  | |  | | | |  | | X | |
| **PO2** | Ability to work individually, and in intra-disciplinary and multi-disciplinary teams. | | | | | | | | | |  | |  | | |  | | X | | | | X | | X | |
| **PO3** | Recognition of the need for life-long learning and ability to access information, follow developments in science and technology, and continually reinvent oneself. | | | | | | | | | |  | |  | | |  | | X | | | | X | |  | |
| **PO4** | Knowledge of project management, risk management, innovation and change management, entrepreneurship, and sustainable development. | | | | | | | | | |  | |  | | |  | | X | | | | X | | X | |
| **PO5** | Awareness of sectors and ability to prepare a business plan. | | | | | | | | | | X | |  | | |  | |  | | | |  | |  | |
| **PO6** | Understanding of professional and ethical responsibility and demonstrating ethical behavior. | | | | | | | | | |  | | X | | |  | |  | | | |  | |  | |
| **Faculty Specific Outcomes** | | **PO7** | Knowledge of social science research design and execution | | | | | | | | | | X | | X | | | X | | X | | | | X | |  | |
| **PO8** | Understanding of mathematics, statistics and economics as it relates to each discipline | | | | | | | | | |  | |  | | |  | |  | | | |  | |  | |
| **PO9** | Awareness of inter-disciplinary approaches in social sciences | | | | | | | | | | X | |  | | |  | | X | | | | X | | X | |
| **PO10** | Ability to relate different issues in the social sciences to contemporary events | | | | | | | | | |  | |  | | |  | | X | | | | X | | X | |
| **PO11** | Ability to analyze in written and oral form issues related to the social sciences | | | | | | | | | |  | |  | | |  | |  | | | |  | | X | |
| **PO12** |  | | | | | | | | | |  | |  | | |  | |  | | | |  | |  | |
| **Discipline Specific Outcomes (program)** | | **PO13** | Understanding of the philosophical and theoretical foundations of political science | | | | | | | | | | X | |  | | |  | |  | | | |  | |  | |
| **PO14** | Understanding of the philosophical and theoretical foundations of international relations | | | | | | | | | |  | |  | | |  | |  | | | |  | |  | |
| **PO15** | Understanding of the social and historical dynamics that inform political processes at domestic and international levels | | | | | | | | | | X | |  | | |  | |  | | | |  | |  | |
| **PO16** | Knowledge of qualitative and quantitative social science methodology | | | | | | | | | | X | | X | | | X | | X | | | | X | |  | |
| **PO17** | Ability to demonstrate written and oral understanding of content relative to historical, theoretical and contemporary issues in political science | | | | | | | | | |  | |  | | |  | |  | | | |  | | X | |
| **PO18** | Developing a critically constructive approach to current problems in the field of political science | | | | | | | | | | X | |  | | | X | |  | | | |  | | X | |
|  | | **PO19** | Awareness about global inter-connectivity and power divisions within this inter-connected structure | | | | | | | | | |  | |  | | |  | |  | | | |  | | X | |
| **Specialization Specific Outcomes** | | **PO N….** |  | | | | | | | | | |  | |  | | |  | |  | | | |  | |  | |
| **PART III ( Department Board Approval)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Subjects, Contribution of Course Subjects to Learning Outcomes, and Methods for Assessing Learning of Course Subjects** | | | **Subjects** | **Week** | | | |  | | | | | | **LO1** | | | **LO2** | | | **LO3** | | **LO4** | | | | **LO5** | | **LO6** | |
| **S1** | 1 | | | | Introduction to Qualitative Research | | | | | | X | | | X | | |  | |  | | | |  | |  | |
| **S2** | 2 | | | | Research Design in Qualitative Research | | | | | | X | | |  | | |  | |  | | | |  | |  | |
| **S3** | 3 | | | | Ethics in Qualitative Research | | | | | | X | | | X | | |  | |  | | | |  | |  | |
| **S4** | 4 | | | | Interviewing | | | | | | X | |  | | | X | | X | | | |  | |  | | |
| **S5** | 5 | | | | Participant Observation | | | | | | X | |  | | | X | | X | | | |  | |  | | |
| **S6** | 6 | | | | Social Historical Research and Oral Traditions | | | | | | X | |  | | | X | | X | | | |  | |  | | |
| **S7** | 7 | | | | Content Analysis | | | | | | X | |  | | |  | | X | | | | X | |  | | |
|  | 8 | | | | Mid-Term Exam | | | | | |  | |  | | |  | |  | | | |  | |  | | |
| **S8** | 9 | | | | Analyzing Qualitative Data | | | | | |  | |  | | |  | |  | | | | X | |  | | |
| **S10** | 10 | | | | Research ideas will be discussed | | | | | |  | |  | | | X | |  | | | | X | |  | | |
| **S11** | 11 | | | | Student Workshop on Data Collection and Analysis | | | | | |  | |  | | | X | |  | | | | X | |  | | |
| **S12** | 12 | | | | Student Workshop on Data Collection and Analysis | | | | | |  | |  | | | X | |  | | | | X | |  | | |
|  | | | **S13** | 13 | | | | Student Presentations | | | | | |  | |  | | |  | |  | | | |  | | X | | |
|  | | |  | 14 | | | | Student Presentations | | | | | |  | |  | | |  | |  | | | |  | | X | | |
| **Assessment Methods, Weight in Course Grade, Implementation and Make-Up Rules** | | | **No.** | **Type** | | | | | | **Weight** | | **Implementation Rule** | | | | | **Make-Up Rule** | | | | | | | | | | | | |
| **A1** | **Exam** | | | | | | 20% + 20% | | There will be one mid-term and one final exam for this course. Mid-Term exam will be based on the research projects.  Exam time and location will be announced in the class and through student information system. | | | | | A make-up exam will be granted for any missed exams, if the student presents a valid excuse. | | | | | | | | | | | | |
| **A2** | **Quiz** | | | | | | - | | - | | | | | - | | | | | | | | | | | | |
| **A3** | **Homework** | | | | | |  | |  | | | | |  | | | | | | | | | | | | |
| **A4** | **Project** | | | | | | The weight of this item is included in A5, and A6. | | Students are expect to conduct their own research by using one of the research methods thought in the course and write a report in groups of three. | | | | |  | | | | | | | | | | | | |
| **A5** | **Report** | | | | | | 40% | | The research paper should be somewhere between 2500 to 3000 words. Students will be graded both individually (50%) by taking their own contributions to the paper and collectively (50%) by taking the overall quality of the paper into consideration. | | | | | Students will be given additional time for submitting their project report if they present a valid reason. | | | | | | | | | | | | |
| **A6** | **Presentation** | | | | | | 10% | | The students are expected to present their projects in the last two weeks of the course. | | | | | Oral presentations will be postponed/ additional assignment will be given if students present a valid excuse. | | | | | | | | | | | | |
| **A7** | **Attendance/ Interaction** | | | | | | 10% | | - | | | | | Students are expected to be present at least in 70% of the classes and actively participate to the discussions in the class. | | | | | | | | | | | | |
| **A8** | **Class/Lab./**  **Field Work** | | | | | |  | | - | | | | | - | | | | | | | | | | | | |
| **TOTAL** | | | | | | | **100%** | | | | | | | | | | | | | | | | | | | |
| **Evidence of Achievement of Learning Outcomes** | | | 1. Show ability to communicate effectively in subjects of qualitative analysis 2. Show ability to understand steps in qualitative research 3. Demonstrate ability to collect data by using qualitative methods 4. Demonstrate ability to analyze data by using qualitative methods 5. Demonstrate ability to present research – both verbally and orally | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Method for Determining Letter Grade** | | | A letter grade is determined based on the total score calculated by using the weights of assessment methods. The following table is used for the final grade:    Letter grade is determined using the table below:   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Total points** | 100-95 | 94-90 | 89-85 | 84-80 | 79-75 | 74-70 | 69-65 | 64-60 | 59-55 | 54-50 | | **Letter Grade** | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Teaching Methods, Student Work Load** | | | **No** | **Method** | | | | | **Explanation** | | | | | | | | | | | | | | | **Hours** | | | | | |
| ***Time applied by instructor*** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **1** | **Lecture** | | | | | Lecturing and utilizing chalkboard/whiteboard. Power point presentations and videos are used if necessary. Sample questions and answers to strengthen learning. In class exams. | | | | | | | | | | | | | | | 24 | | | | | |
| **2** | **Interactive Lecture** | | | | |  | | | | | | | | | | | | | | | 8 | | | | | |
| **3** | **Recitation** | | | | |  | | | | | | | | | | | | | | |  | | | | | |
| **4** | **Laboratory** | | | | |  | | | | | | | | | | | | | | |  | | | | | |
| **5** | **Practical** | | | | | Students apply the methods and techniques discussed to real – life cases through in-class assignments. | | | | | | | | | | | | | | | 24 | | | | | |
| **6** | **Field Work** | | | | | Students apply their acquired skills in the field. | | | | | | | | | | | | | | |  | | | | | |
| ***Time expected to be allocated by student*** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **7** | **Project** | | | | | Students conduct their own research by using one of the methods that they learn in the course, analyze this data and report their studies by means of research papers and oral presentations. | | | | | | | | | | | | | | | *80* | | | | | |
| **8** | **Homework** | | | | | Doing the readings assigned for each week. | | | | | | | | | | | | | | | 30 | | | | | |
| **9** | **Pre-class Learning of Course Material** | | | | | Students are expected to search for the techniques to be thought before class. | | | | | | | | | | | | | | | 16 | | | | | |
| **10** | **Review of Course Material** | | | | | Review of the subjects before the exam. | | | | | | | | | | | | | | | 16 | | | | | |
| **11** | **Studio** | | | | | - | | | | | | | | | | | | | | |  | | | | | |
| **12** | **Office Hour** | | | | | Tuesday and Wednesdays, 10:30-12:00. If this office hour does not suit the students, they can send an email to make an appointment via email ([Nermin.aydemir@antalya.edu.tr](mailto:Nermin.aydemir@antalya.edu.tr)) | | | | | | | | | | | | | | | 12 | | | | | |
| **TOTAL** | | | | | | *210* | | | | | | | | | | | | | | | | | | | | |
| **IV. PART** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | **Name** | | | | | | Nermin Aydemir Çavuş | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | | | | | | [Nermin.aydemir@antalya.edu.tr](mailto:Nermin.aydemir@antalya.edu.tr) | | | | | | | | | | | | | | | | | | | | |
| **Phone Number** | | | | | | 0242 245 2209 | | | | | | | | | | | | | | | | | | | | |
| **Office Number** | | | | | | A2-69 | | | | | | | | | | | | | | | | | | | | |
| **Office Hours** | | | | | | Mondays 14.30-16.30 and Thursdays 16.00-17.30. If this office hour does not suit you, please send an email to make an appointment via email ([Nermin.aydemir@antalya.edu.tr](mailto:Nermin.aydemir@antalya.edu.tr)). | | | | | | | | | | | | | | | | | | | | |
| **Course Materials** | | | **Mandatory** | | | | | | Flick, U. (2009). *An introduction to qualitative research*. Sage.  Ritchie, J. and J. Lewis (2003). *Qualitative Research Practice: A Guide for Social Science Students and Researchers.* London: Sage. | | | | | | | | | | | | | | | | | | | | |
| **Recommended** | | | | | | Garner, R., & Scott, G. M. 2013. *Doing Qualitative Research: Designs, Methods, and Techniques*. Pearson Education. | | | | | | | | | | | | | | | | | | | | |
| **Other** | | | **Scholastic Honesty** | | | | | | Violations of scholastic honesty include, but are not limited to cheating, plagiarizing, fabricating information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Any form of scholastic dishonesty is a serious academic violation and will result in a disciplinary action. | | | | | | | | | | | | | | | | | | | | |
| **Students with Disabilities** | | | | | | Reasonable accommodations will be made for students with verifiable disabilities. | | | | | | | | | | | | | | | | | | | | |
| **Safety Issues** | | | | | |  | | | | | | | | | | | | | | | | | | | | |
| **Flexibility** | | | | | | Circumstances may arise during the course that prevents the instructor from fulfilling each and every component of this syllabus; therefore, the syllabus is subject to change.  Students will be notified prior to any changes. | | | | | | | | | | | | | | | | | | | | |