

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

MSW Mission: The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care; and international and social developing, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

Year/Term	2018-2019 (Term 1)
Course Title	SOWK 554C (Sec 002): Qualitative Methods in Social Work Research
Course Schedule	Fridays, 9 a.m. – 12 p.m. noon
Course Location	Jack Bell Building, Room 223

Instructor	E-mail Address
Dr. Sing Mei Chan	singmei.chan@ubc.ca

COURSE DESCRIPTION:

This course provides an overview of the research frameworks, questions, and methods relevant to social work that are appropriately addressed using qualitative methods. The first term will focus both on developing a theoretical understanding of qualitative methodology and on designing a research project. The second term will provide the opportunity to apply this understanding through the implementation of the proposed project.

COURSE GOALS:

Upon satisfactory completion of the course, students will be able to

1. Understand the processes, methods, issues and major concepts of qualitative research
2. Distinguish the epistemological underpinnings of qualitative and quantitative research
3. Be familiar with a variety of methodologies and methods of data generation and analysis in qualitative inquiry in social work and other practice disciplines
4. Reflect upon, critically evaluate, and discuss key issues in qualitative research designs, processes and findings
5. Identify ethical issues in conducting systematic inquiry, particularly in relation to marginalized groups
6. Plan and carry out a small-scale qualitative research project

UNIVERSITY POLICIES

Attendance: *“Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.”* (UBC Calendar)

Academic Dishonesty: Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

Retaining Assignments: Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

COURSE POLICIES

ATTENDANCE

The attendance policy is in the student handbook on page 11: <https://socialwork.ubc.ca/current-students/>. The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is *required* in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student.

The University accommodates students with disabilities who have registered with Centre for Accessibility. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact Centre for Accessibility preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments, must notify their instructors in writing at least two weeks in advance, and preferably earlier. This reflects expectations for professional social workers in their place of employment. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

SUBMITTING ASSIGNMENTS

Assignments are due as noted in this course outline, unless otherwise informed by the instructor.

RETURN OF MARKED STUDENT ASSIGNMENTS

The instructor will mark assignments and return with comments in tracked changes to the student by email.

LATE ASSIGNMENTS

Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available. Assignments submitted after the deadline with no documentation will be penalized by one point of the total term grade per day.

(Please check UBC Calendar)

Last date for withdrawal without a W on your transcript: Sep 21, 2018

Last date for withdrawal with a W instead of an F on your transcript: Nov 23, 2018

FORMAT OF THE COURSE:

The course will consist of lectures, discussion of readings, practical exercises, small group work, peer review, and the implementation of a series of research assignments. The creation of a community of learning and exchange is a pivotal aspect of this course. A key aspect of developing and implementing your research project is the ongoing dialogue with peers and instructor. An active and respectful engagement in the various activities and discussions in the class is expected.

Reading of chapters and articles is very important for the design and conceptualization of your research project. You are expected to come to class prepared to discuss all readings (required readings and discussion papers in particular) and to contribute your questions, thoughts and insights.

Please refrain from using social media during class. All phones must be turned off and put away.

REQUIRED COURSE TEXTS:

Creswell, J. W. & Poth, C.N. (2018). *Qualitative Inquiry and Research Design: Choosing among Five Traditions* (4th ed.). Thousand Oaks, CA: Sage.

Maxwell, J.A. (2012). *Qualitative Research Design: An Interactive Approach* (3rd ed.). Thousand Oaks, CA: Sage.

Recommended (optional/fun) reading:

Gaardner, Jostein (1991). *Sophie's World*.

Additional recommended texts (some of these books will be very useful once you define your research project)

Campbell, M., & Gregor, F. (2002). *Mapping Social Relations: A Primer in Doing Institutional Ethnography*. Aurora, ON: Garamond

Charmaz, K. (2006). *Constructing grounded theory: A Practical Guide through Qualitative Analysis*. Thousand Oaks, CA: Sage.

Lieblich, A., Tuval-Mashiach, R., & Zilber, T. (1998). *Narrative Research: Reading, Analysis, and Interpretation*. Thousand Oaks, CA: Sage.

Smith, L. T. (2012). *Decolonizing Methodologies. Research and Indigenous Peoples* (2nd ed). London: Zed Books.

Stake, R. E. (1995). *The Art of Case Study Research*. Thousand Oaks, CA: Sage.

van Manen, Max (2001). *Researching Lived Experiences: Human Science for Action Sensitive Pedagogy*. (2nd Edition ed.). London: Althouse Press.

Some relevant journals:

Qualitative Health Research Journal (Interdisciplinary)

International Journal of Qualitative Methods (Nursing)

Qualitative Inquiry (Interdisciplinary)

Qualitative Social Work

Qualitative Research Journal (Education)

Reference:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Szuchman, L.T., & Thomlison, B. (2010). *Writing with style: APA style for Social Work* (4th ed.). Belmont, CA:

CLASS OUTLINE AND READINGS:**COURSE SCHEDULE:**

SESSION 1:	Sep 7, 2018
TOPIC:	Introduction to Term 1
READING:	Recommended (optional) reading Gaardner, Jostein. <i>Sophie's World</i> .

SESSION 2:	Sep 14, 2018
TOPIC:	Introduction to Qualitative Research, Philosophical Assumptions, Critiquing the Literature/Developing the Literature Review
READING:	Required readings Creswell, Ch. 1, 2 Maxwell, Ch. 1, 2 Donmoyer, R. (2012) Can qualitative researchers answer policymakers' what-works question? <i>Qualitative Inquiry</i> , 18(8), 662-673. Bergeron et al. (2018). Involvement of family members and professionals in older women's post-fall decision making. <i>Health Communication</i> , 33(3), 246-253. [discussion paper]

SESSION 3:	Sep 21, 2018
TOPIC:	Library Research: Class meets in Koerner Library, Room 217 (2nd Floor) with librarian
READING:	Supplementary (optional) reading Mackay, G. (2007). Is there a need to differentiate between qualitative and quantitative searching strategies for literature reviewing? <i>Qualitative Social Work</i> , 6(2), 231-241.

SESSION 4:	Sep 28, 2018
TOPIC:	Conceptual Framework/Design, Purpose, and Reflexivity
READING:	Required readings Creswell, Ch. 3 Maxwell, Ch. 3, 4 Sandelowski (2000). Whatever happened to qualitative description? <i>Research in Nursing & Health</i> , 2000, 23, 334-340. Shaw, I. (2008). Ethics and the practice of qualitative research. <i>Qualitative Social Work</i> , 7(4), 400-414. Finlay, L. (2002). "Outing" the researcher: The provenance, process, and practice of reflexivity. <i>Qualitative Health Research</i> , 12(4), 531-545. Downe, P.J. (2007). Strategic stories and reflexive interruptions: Narratives of a "safe home" amidst cross-border sex work. <i>Qualitative Inquiry</i> , 13(4), 554-572. [discussion paper]

SESSION 5:	Oct 5, 2018
TOPIC:	Narrative Research

READING:	<p>Required readings</p> <p>Creswell, Ch. 4, 5, 6 (focus: narrative), Appendix B</p> <p>Thorne, S. (2009). Is the story enough? <i>Qualitative Health Research</i>, 19, 1183-1185.</p> <p>McKenzie-Mohr, S., & LeFrance, M.N. (2017). Narrative resistance in social work research: Counter-storying in the pursuit of social justice. <i>Qualitative Social Work</i>, 16(2), 189-205.</p> <p>Examples (narrative research):</p> <p>Angrosino, Michael V. (2007). On the bus with Vonnie Lee: Explorations in life history and metaphor. In Creswell, John W., <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i> (2nd ed.) (pp. 251 – 263). Thousand Oaks, CA: Sage Publications Inc.</p> <p>Marshall, V., & Long, B. (2010). Coping processes as revealed in the stories of mothers of children with autism. <i>Qualitative Health Research</i>, 20(1), 105-116. [discussion paper]</p>
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SESSION 6:	Oct 12, 2018
TOPIC:	Presentations by former SOWK 554 students (Date to be confirmed)

SESSION 7:	Oct 19, 2018
TOPIC:	Phenomenology
READING:	<p>Required readings:</p> <p>Creswell, Ch. 4, 5, 6 (focus: phenomenology), Appendix C</p> <p>van Manen, Max (2017). Phenomenology in its original sense. <i>Qualitative Health Research</i>, 27(6), 810-825.</p> <p>Examples (phenomenological research):</p> <p>Van Manen, Michael A. (2014). On ethical (in)decisions experienced by parents of infants in neonatal intensive care. <i>Qualitative Health Research</i>, 24(2), 279-287 [discussion paper]</p> <p>Hjeltnes, A., Moltu, C., Schanche, E., & Binder, P. (2016). What brings you here? Exploring why young adults seek help for social anxiety. <i>Qualitative Health Research</i>, 26(12), 1705-1720.</p> <p>Jacobsen, J. & Wright, R. (2014). Mental health implications in Mormon women's experiences with same-sex attraction: A qualitative study. <i>Counseling Psychologist</i>, 42(3), 664-696.</p>

SESSION 8:	Oct 26, 2018
TOPIC:	Sampling and Data Generation
READING:	<p>Required readings</p> <p>Creswell, Ch. 7</p> <p>Maxwell, Ch. 5</p> <p>Morse, J.M. (2000). Determining sample size. <i>Qualitative Health Research</i>, 10(1), 3-5.</p> <p>Bell, K. (2011). Participants' motivation and co-construction of the qualitative research</p>

	<p>process. <i>Qualitative Social Work</i>, 12(4), 523-539.</p> <p>Examples (various methods)</p> <p>Bevan, M. T. (2014). A method of phenomenological interviewing. <i>Qualitative Health Research</i>, 24(1), 136-144.</p> <p>Gibbs, J. T., & Bankhead-Greene, T. (1997). Issues of conducting qualitative research in an inner-city community: A case study of black youth in post-Rodney King Los Angeles. <i>Journal of Multicultural Social Work</i>, 6(1), 41-57. (focus group)</p> <p>Lynch, M. W. (2018). Re-working empowerment as a theory for practice. <i>Qualitative Social Work</i>, 17(3) 373-386. (vignettes)</p> <p>Mackieson, P., Shlonsky, A. & Connolly, M. (2018). Increasing rigor and reducing bias in qualitative research: A documentary analysis of parliamentary debates using applied thematic analysis. <i>Qualitative Social Work</i>, 0(0), 1-16. [discussion paper]</p> <p>Oliffe, J. L., Broom, A., Kelly, M. T., Bottorff, J. L., Creighton & Ferlatte O., (2018). Men on losing a male to suicide: A gender analysis. <i>Qualitative Health Research</i>, 28(9), 1383-1394. (photovoice)</p>
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SESSION 9:	Nov 2, 2018
TOPIC:	Ethics
READING:	<p>Required:</p> <p>***TCPS 2Tutorial: Go to this page to find the link to the tutorial: http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/. This tutorial takes approximately 3 hours, and students are required to complete it before they do their application for ethical review (Assignment #3, due Nov 20.) You need an institution-specific email to do this tutorial (e.g., jane.doe@ubc.ca)</p> <p>Required readings:</p> <p>Mertens, D.M., & Ginsberg, P.E. (2008). Deep in ethical waters: Transformative perspectives for qualitative social work research. <i>Qualitative Social Work</i>, 7(4), 484-503.</p> <p>Gustafson, D. L. & Brunger, F. (2014). Ethics, “vulnerability”, and feminist participatory action research with a disability community. <i>Qualitative Health Research</i>, 24(7), 997-1005.</p> <p>Bearskin, L. B., Cameron, B. L., King, M., Weber-Pillwax, C., & Stout, M. D., Voyageur, E., et al. (2016). <i>Mâmawoh Kamâtowin</i>, “Coming together to help each other in wellness”: Honouring Indigenous Nursing Knowledge. <i>International Journal of Indigenous Health</i>, 11(1), 18-33. [discussion paper]</p> <p>Supplementary readings:</p> <p>Opsal, T., Wolgemuth, J., Cross, J., Kaanta, T., Dickmann, E., Colomer, S., & Erdil-Moody, Z. (2016). “There are no known benefits...”: Considering the risk/ benefit ratio of qualitative research. <i>Qualitative Health Research</i>, 26(8), 1137-1150.</p>

SESSION 10:	Nov 9, 2018
TOPIC:	Grounded Theory, Case Study
READING:	Required readings

	<p>Creswell, Ch. 4, 5, 6 (focus: grounded theory, case study), Appendices D, F</p> <p>Sandelowski, M. (1996). One is the liveliest number: The case orientation of qualitative research. <i>Research in Nursing and Health</i>, 19, 525-529.</p> <p>Examples (grounded theory)</p> <p>Van-Ward, T., Morse, J. & Charmaz, K. (2017). Theorizing the social and psychological processes of living with Parkinson disease, <i>Qualitative Health Research</i>, 27(7), 964-982. (discussion paper)</p> <p>Dunkle, J. S. (2018). Indifference to the difference? Older lesbian and gay men's perceptions of aging services, <i>Journal of Gerontological Social Work</i>, 61(4), 432-459.</p> <p>Examples (case study)</p> <p>Morgan, S.J., Pullon, S.R.H., McDonald, L.M., McKinlay, E.M., & Gray, B.V. (2017). Case study observational research: A framework for conducting case study research where observation data are the focus. <i>Qualitative Health Research</i>, 27(7), 1060-1068. (discussion paper)</p> <p>Kindell, J., Sage, K., Wilkinson, R., & Keady, J. (2014). Living with semantic dementia: A case study of one family's experience. <i>Qualitative Health Research</i>, 24(3), 401-411.</p>
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SESSION 11:	Nov 16, 2018
TOPIC:	Ethnography, Establishing Credibility
READING:	<p>Required readings</p> <p>Creswell Ch. 4, 5, 6 (focus: ethnography), Appendix E and Ch. 10</p> <p>Maxwell, Chapter 6</p> <p>Morse, J. M. (2015). Critical analysis of strategies for determining rigor in qualitative inquiry. <i>Qualitative Health Research</i>, 25, 1212-1222.</p> <p>Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member Checking: A Tool to Enhance Trustworthiness or Merely a Nod to Validation? <i>Qualitative Health Research</i>, 26(8), 1802-1811 (discussion paper)</p> <p>Examples (ethnography):</p> <p>Nicholas, D.B., Zwaigenbaum, L., Ing, S., MacCullough, R., Roberts, W., McKeever, P., & McMorris, C.A. (2016). "Live it to understand it": The experiences of mothers of children with Autism Spectrum Disorder, <i>Qualitative Health Research</i>, 26(7), 921-934.</p> <p>Parsons, A. A., Walsemann, K. M., Jones, S. J., Knopf, H., & Blake, C. E. (2018). Parental involvement: Rhetoric of inclusion in an environment of exclusion, <i>Journal of Contemporary Ethnography</i>, 47(1), 113-139.</p>

SESSION 12:	Nov 23, 2018
TOPIC:	Reflections & Future Directions, Proposals
READING:	<p>Required readings</p> <p>Maxwell, Ch. 7, Appendix A</p> <p>Sandelowski, M., Holditch Davis, D., & Glenn Harris, B. (1989). Artful design: Writing</p>

	the proposal for research in the naturalist paradigm. <i>Research in Nursing and Health</i> , 12, 77-84.
SESSION 13:	Nov 30, 2018
TOPIC:	Proposal presentations (cont'd)

ASSIGNMENTS AND EVALUATION:

Assignments are designed to lead up to the final write-up of the research proposal and provide a continuous assessment of each student's learning process. Each of these assignments must be submitted by email to singmei.chan@ubc.ca with the file titled **lastname-assignment#** on or before 11.59 p.m. of the due date. Total points (50) for Term 1 will make up 50% of total course grade.

All written assignments of this course must be in size-12 fonts, double spacing and one-inch margin on all sides. APA referencing style is required (please see http://wiki.ubc.ca/images/8/81/APA_Style_Guide_Sept_2013a.pdf). Note: It is expected that peer-reviewed academic, government and formal reports, and professional literature be cited in assignments. Generally, Wikipedia is not acceptable as an academic reference.

Assignments and activities for Term 1 (50% of total course grade):

Due date

Oct. 23 **Assignment #1 - Conceptual Context/Framework: Literature Review (10%)**

Review 8 to 10 sources relevant to your project. Use these to develop a *visual map* of the literature related to the topic and an outline of the *conceptual context which provides a rationale* for your study. Conclude by identifying your research question(s).

The purpose of this assignment is to help you begin to synthesize the literature into a 'story' that sets up your research and that supports your research questions: A way of making visible your implicit "theory" that Maxwell describes as "a picture of what you think is going on with the phenomenon you are studying."

Your conceptual context:

- Introduces a rationale for the proposed study based on a review of relevant sources in the literature.
- Gives an overview of some current findings in the area and some of the texts and trends informing the thinking which has led to the formation of your research question(s)
- Maps *connections* between concepts and key ideas and shows how your research builds upon existing literature or addresses gaps in the literature.

The assignment:

- It is in an essay format; use of visuals or maps is welcomed.
- It is not an exhaustive list of your bibliography. Remember the difference between a literature review and a conceptual framework.
- It should demonstrate coherence and logic.
- It must include full references. Follow APA style.

Criteria for evaluation:

Content (coherence and logic): 70%

Writing: 30%

Length: 8 pages (*maximum*, double-spaced) plus map.

Nov 2 **Commence/complete TCPS 2 Tutorial** at <http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>. This tutorial takes approximately 3 hours and must be completed in order to do assignment #3. You need an institution-specific email to do the tutorial e.g. jane.smith@ubc.ca.

Nov 6 **Assignment #2 - Research design: Sampling and data generation (5%)**

Given your research question, which please state clearly in this assignment, describe your design for

- (i) sampling (your sample and how you will recruit them) and
- (ii) data generation (how you will gather/generate the data to answer your research question).

For each:

- (i) discuss your rationale for selecting the strategy/ies and be sure they are consistent with your research method and epistemological stance.
- (ii) Identify potential ethical and practical problems associated with your plan and how you will attempt to deal with these problems.
- (iii) Comment on how these decisions impacted your research question or not.

Append any data collection tools such as your interview protocol.

Length: 3 pages (*maximum*, suggestion: 1 page on sampling, 2 pages on data generation) plus appendices.

Nov 20 **Assignment #3 – Notify me of completed RISE application. (10%)**

Submit a draft of a completed UBC Ethics Form in UBC RISE.

(Before you work on the form, you are required to have successfully completed the online TCPS 2 Tutorial.)

Nov 23 **Present a first draft (outline) of your proposal in class for peer critique.**

Dec 4 **IMPORTANT!** If you are required to submit for full board review, your RISE application must be submitted by **noon** of this date, with all attachments, in order for them to be reviewed in December.

Dec 14 **Assignment #4 - Research proposal (25%)**

Submit a full and final draft of your research proposal by email (*maximum* 20 pages, excluding references and appendices).

Assignment #4 – Research proposal

A strong and solid research proposal identifies a question that is worthy of qualitative research. In the proposal, you should be able to explain your research design and plan in terms of...

- a clear statement of the issue or research problem to be discussed (introduction)

- a clear justification of why it is worthy of discussion and further research (conceptual frame/literature review and statement of the research question)
- a clear explanation of where and how you intend to conduct research and analysis of your chosen topic (methods: sampling, data collection, data analysis)
- a review of the significant issues (ethics, rigour/trustworthiness - validity, reliability, credibility) raised by your proposed study, and
- references and appendices (interview protocol, recruitment poster, consent form) included in accordance with APA style.

Criteria for evaluation: The “exemplary” case

Topic: 30%

- Explains the importance of the topic to you and the academic world.
- Includes logical underlying assumptions to the research.
- Defines important terms.
- Feasible in terms of time and resources.

Content: 50%

- Research problem or need is stated clearly.
- Questions and issues are stated clearly and in relationship to all the other components of the proposal.
- Conceptual framework: Discusses prior research relevant to topic and methods, cites relevant literature.
- Social location: The ways in which you as researcher might shape and affect the process and product of your research have been considered.
- Methods: Identifies and discusses methodological strategy and appropriate research methods.
 - Data and validation: Makes explicit the study trustworthiness and ways to validate findings.
 - Procedures: Fully describes procedures and use of research techniques.
- Steps: Lists major research activities.
- Citations: cites relevant literature, includes citations for ideas/facts that are not part of general knowledge, uses consistent, standard format.
- References: Includes all literature cited and follows APA style.

Format: 10%

- Organization: Follows Maxwell’s general outline customized to your topic; headings are used in a logical arrangement that shows your organization
- Length and Detail: 20 pages plus appendices

Writing: 10%

- Clarity includes continuity and transitions from topic to topic
- Complete sentences, correct grammar, subject-verb agreement
- Clarity and tone: precise language with a clear style
- APA style

Length: 20 pages (*maximum, 12-font, double-spaced pages*, excluding references and appendices.) I expect your proposal to be very well-written, so if you know that your writing is weak, I recommend that you seek help from the UBC Learning Commons: <http://learningcommons.ubc.ca/tutoring-studying/writing/>.

[During the first and second class in January 2019, students will present their research proposals. The aim is to receive formative feedback from peers and instructor before implementation. For the occasion, prepare a power point (or other) presentation summarizing your research proposal.]

SUMMARY CALENDAR

Date	Class/Topic	Assignments due
Sep 7	Overview and welcome	
Sep 14	Intro to QR	
Sep 21	Library research	
Sep 28	Design, purpose, reflexivity	
Oct 5	Narrative	
Oct 12	Presentations	
Oct 19	Phenomenology	
Oct 22		#1: Conceptual framework & RQ (10%)
Oct 26	Sampling & data generation	
Nov 2	Ethics	Commence/complete TCPS 2 Tutorial
Nov 6		#2: Research design (description of sample & data generation method/s) (5%)
Nov 9	Grounded theory, Case study	
Nov 16	Ethnography, Credibility	
Nov 20		#3: Submit and notify me of completed RISE application (10%)
Nov 23	Reflections, Proposal (1 st draft) presentations	Proposal presentations
Nov 30	Proposals cont'd	
Dec 4		Submit RISE application for full board review
Dec 14		#4: Research Proposal (25%)

UBC GRADING CRITERIA:

Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.

F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.
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