



**THE UNIVERSITY OF BRITISH COLUMBIA**  
**School of Social Work**  
Course Outline  
SOWK 654 - Advanced Qualitative Inquiry  
3 credits

**The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the x<sup>w</sup>məθk<sup>w</sup>əy̓əm (Musqueam) people.**

**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.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

<b>Year/Term</b>	Winter 2020, Term 2, January 12 – April 13, 2021
<b>Course Title</b>	SOWK 654: Advanced Qualitative Inquiry (3 credits)
<b>Course Schedule &amp; Location</b>	Tuesdays, 1:00 pm – 4:00 pm Pacific Standard Time

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>E-mail address</b>
Deborah O'Connor	Room 332	604-551-0459	Deborah.oconnor@ubc.ca
<b>Office Hours</b>	by appointment		

**DRAFT – to be finalized after first class**

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#### **PREREQUISITES AND/OR COURSE RESTRICTIONS (from calendar)**

SOWK 554 or equivalent. Students must have some experience conducting qualitative research. ***Students entering this course will be expected to have a basic familiarity with qualitative research including experience analyzing qualitative data and writing up a qualitative research study.***

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#### **COURSE DESCRIPTION**

The focus of this course is to develop an in depth and rigorous understanding of a wide range of approaches to qualitative research. It provides a critical reflective approach to research in the social sciences and seeks to support you in defining your epistemological and ontological perspective with a particular focus on positioning qualitative research approaches. Attention will be paid to the interpretive, political and critical nature of knowledge production in qualitative research.

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#### **COURSE FORMAT**

Based on an assessment of the learning goals and needs of course participants, the course is organized as a seminar-workshop that includes discussion of readings, short lectures, group work, peer presentations, guest speakers and completion of a series of assignments throughout the term. The content and schedule of topics, and value of assignments may be revised based on students' learning goals and needs.

Participants' willingness to engage in open and respectful discussion are critical to the success of this participatory seminar. I recognize that this year, we will have added challenges given that our interactions will be virtual. Our goal in the classroom is collaboration and the exchange of ideas. To achieve this, come to each class prepared with what you believe are the central arguments, concepts and ideas of each reading, how they relate to the others and to your own work, and how they relate to the overall themes of the class.

A key aim of the course is that through discussion, participation and critical reflexivity we create a community of learners. We will have differences of opinion and varying ways of learning and engaging with the material. We ask that we listen to and learn with each other respectfully.

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## OBJECTIVES

- To develop a critical analysis/interpretation of a broad range of theories and approaches to qualitative research;
  - To understand and operationalize the link between epistemology, methodology and method;
  - To critically examine different types of qualitative research methodologies and approaches;
  - To develop expertise with one approach to inquiry.
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## READINGS

Readings are assigned to each class. Please note that I have top-loaded the readings – in other words they are much heavier at the beginning of the term and become fewer as the term progresses. I have tried where possible to insure that all readings are available on-line and/or are ON RESERVE in the library, ideally as e-books where possible.

### *Recommended texts*

There is no official textbook for this course but we will be reading key sections from the following text – this text has been an important qualitative reference since the first edition came out in 1994. A comparison of the different editions gives a very useful overview of how the field of qualitative research has changed over the past 25 years. This book is available ON RESERVE in the library and e-copies of the readings are being arranged.

Denzin, N. K., & Lincoln, Y. S. (2018). *The SAGE Handbook of Qualitative Research* (Fifth ed.). Los Angeles: Sage. (On RESERVE)

### *Recommended Preparatory Text Ideas*

If it has been a while since you read a qualitative research text, the following is identified as a good preparatory reading for this course and we will use two chapters from it in week 2. It is ON RESERVE in the library:

Creswell, J. & Poth, C. (2017) *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 3rd edition. SAGE.

Additionally, having one text that provides a comprehensive overview of the entire research process is useful. The text identified below is very recent and can fill that niche but if you prefer another text that is fine as well. It too is ON RESERVE in the library.

Ravitch, S. M. (2021) *Qualitative Research: Bridging the Conceptual, theoretical and*

methodological, 2nd edition. SAGE.

### *Additional REQUIRED*

Select ONE text that covers the approach that you are taking. Here are some suggestions but you are not restricted to these and I'm quite happy to discuss other possibilities with you. All of these texts are ON RESERVE in the library, many are available as e-copies.

Charmaz, K. (2014) *Constructing Grounded Theory*, 2nd Edition. SAGE

Chilisa, B. (2012). *Indigenous Research Methodologies*. Thousand Oaks: Sage Publications.

Kovach, Margaret Elizabeth. 2010. *Indigenous Methodologies: Characteristics, Conversations, and Contexts*, University of Toronto Press, 2010. eBook.

Lather, P. (2007). *Getting lost: feminist efforts toward a double(d) science*. Albany: State University of New York Press. eBook

Maxwell, Joseph. 2012. *A Realist Approach for Qualitative Research*. Los Angeles: Sage.

Santos, B. d. S. (2013). *Epistemologies of the South: justice against epistemicide*. Boulder: Paradigm Publishers. eBook

Smith, D (2005) *Institutional Ethnography: A sociology for people*. Altamira

Willis, J., & Core, S. R. M. (2007). *Foundations of qualitative research: interpretive and critical approaches*. Thousand Oaks: Sage Publications. eBook.

Tuhiwai Smith, L. (2012) *Decolonizing Methodologies: Research and Indigenous peoples*, 2nd edition. London: Zed Books.

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## **COURSE SCHEDULE**

**Week 1 – Jan. 12: Introduction - Who are we and what do we want to know?**

**Week 2 – Jan. 19: Theoretical imperatives and mapping qualitative research: Developing a 'map'**

*In weeks 2 - 5, we will review the history, debates and theories that have shaped qualitative research in the social and health sciences: what specific historical moments marked the emergence of a distinct field of qualitative research? What do contemporary controversies about epistemology, methodology and ethics tell us about knowledge production and scholarship? What are relevant ideas, stances and concepts that may inform the type of knowledge you aim to produce and your ways to think about research?*

### Required Reading

The SAGE Handbook of Qualitative Research 5<sup>th</sup> edition - chapters 1, 2 & 5 which are:

- Denzin, N. & Lincoln, Y (2018) Introduction: The practice of Qualitative Research (chapter 1)
- Erickson, F. (2018) A history of qualitative inquiry in Social and Educational Research (ch. 2)
- Lincoln, Y. , Lynham, S. & Guba, E, (2018) Paradigmatic Controversies, Contradictions, and Emerging Confluences, Revisted (chapter 5)

### Supplemental

O'Connor D. L. (2001) Journeying the Quagmire: Exploring the discourses that shape qualitative research. *Affilia*, 16(2)

### **Week 3 - Jan. 26: Examining Approaches and theoretical imperatives**

#### Required Reading

Collins, C. & Stockton, C. (2018) The Central role of theory in qualitative research. *International Journal of Qualitative Methods*, 17, 1–10.

<https://doi.org/10.1177/1609406918797475>

If you have not already done so, please review this text in preparation for this class, especially chapters 1–5, pp. 1–130.

Creswell, J. & Poth, C. (2017) *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 3<sup>rd</sup> edition. SAGE.

#### **Exemplar (guest speaker) – Sheila Marshall, Qualitative Action Method**

Marshall, S. & Zaidman-Zait, A., Domene, J. & Young, R. (2012) Qualitative Action-Project Method in Family Research. *J. of Family Theory & Review* 4(June): 160-175. DOI:10.1111/j.1756-2589.2012.00117.x

#### Supplemental Suggestions

Kaushik, V\* and Walsh, C (2019) Pragmatism as a Research Paradigm and Its Implications for Social Work Research, *Social Sciences* 8, 255

<http://dx.doi.org/10.3390/socsci8090255>

### **Week 4 – Feb 2: Research paradigms and critical models of interpretation: power, positioning and politics**

#### Required Readings

Olesen, V (2018) Feminist Qualitative Research in the Millenniums First Decade: Developments, Challenges, Prospects, chapter 6 *SAGE Handbook*

Devault, V. (2018) *Feminist Qualitative Research: Emerging Lines of Inquiry*. Chapter 7, *SAGE Handbook*

Lather, P. (2016). Top Ten+ List: (Re)Thinking Ontology in (Post)Qualitative Research. *Cultural Studies ↔ Critical Methodologies*, 16(2), 125-131.

#### **Exemplar: Erika Ono, PhD (cand) Institutional Ethnography**

Rankin, J. (2017) Conducting analysis in Institutional ethnography: Analytical work prior to commencing data collection. *J. of Qualitative Methods*, 16, 109) <https://doi.org/10.1177/1609406917734484>

#### Supplemental

Harding, S. (2009) Standpoint Theories: Productively Controversial. *Hypathia*, 24(4)

Lather, P. (2017) *(Post )Critical Methodologies: The Science Possible After the Critiques*. Routledge.

<https://doi-org.ezproxy.library.ubc.ca/10.4324/9781315619538>

Hesse-Biber, S. 2011. Feminist Research: Exploring, Interrogating, and Transforming the Interconnections of Epistemology, Methodology, and Method. In Hesse-Biber, S. *Handbook of Feminist Research*. Thousand Oaks: Sage. (download from Sage website)

Santos, B. d. S., (2013). *Epistemologies of the South: justice against epistemicide*. Boulder: Paradigm Publishers. eBook Read: Introduction.

### **Week 5 - Feb 9: Post-colonial and Indigenous Research: Disrupting, Destabilizing, Respecting**

#### Required Readings:

Kovach, Margaret Elizabeth. 2009. *Indigenous Methodologies: Characteristics, Conversations, and Contexts*, University of Toronto Press, 2009. eBook. Chapter 3 and 4.

Smith, L.T. (2006) Choosing the margins, The role of research in Indigenous struggles for Social Justice. In N.K. Denzin & M. D. Giardina (eds) *Qualitative Inquiry and the Conservative Challenge: Confronting Methodological Fundamentalism*. (pp 151-174). Walnut Creek: Left Coast Press. Ebook UBC

Donner, J. & Ladson-Billings (2018) Critical Race theory and Post-racial Imaginary. Chapter 8 in SAGE Handbook, pp. 195.

#### Supplemental:

The June edition of *Qualitative inquiry*, 2020 is focused on post qualitative inquiry and is an interesting read!

Tuhiwai Smith, L. (2012) *Decolonizing Methodologies: Research and Indigenous peoples*. 2nd edition London: Zed Books.

### **Exemplar: Harpell (Monty) Montgomery, PhD, Indigenous knowledges and methodology**

#### **Week 6 – Feb 16: Stepping back - pulling it together – is it any good?**

This week will attempt to bring together preceding weeks to begin to conceptualize more explicitly what this all means in relation to research design. How do you use this knowledge to understand and respond to the challenges to create congruence between epistemology, axiology, methodology and method?

#### Required Readings:

Kovach, M. (2018) Doing Indigenous Methodologies: A letter to a Research Class. Ch. 9 in The SAGE Handbook of Qualitative Research 5<sup>th</sup> edition

SAGE Handbook – read at least TWO chapters in Part V

#### Supplemental

Bochner, A. 2018 Unfurling Rigor: On continuity and change in qualitative inquiry.

Qualitative Inquiry, 24(6) 359-368

Doi/10.1177/1077800417727766

**Interview: TBC & M. Kovach**

**Week 7 – Feb 23: No class (Spring break)**

**Week 8 – Mar 2: Critical lenses on reading, doing and writing qualitative research**

*In this class, we will discuss the criteria you may apply for your critical review of a research-based articles related to your research interest. We will consider: What are you looking for when assessing the quality of the research and writing? What kind of questions would you ask the text? What are the main criteria that you may apply to appraise these articles? Review the readings and come to the seminar prepared with some ideas on how you will approach a critical assessment of qualitative research.*

Munthe-Kaas, H., Gelnton, C., Booth, A., Noyes, J. & Lewin, S. (2019) Systematic mapping of existing tools to appraise methodological strengths and limitations of qualitative research: first stage in the development of the CAMELOT tool. *BMC Medical Research Methodology*, 19, 113.

<https://doi.org/10.1186/s12874-019-0728-6>

Willgens, A. M., Cooper, R., Jadotte, D., Lilyea, B., Langtiw, C., & Obenchain-Leeson, A. (2016). How to enhance qualitative research appraisal: Development of the methodological congruence instrument. *The Qualitative Report*, 21(12), 2380-2395.

#### Supplemental

Sheppard, M. 2004. *Appraising and using social research in the human services*. Chapter 1-3 and 10 – Qualitative Evaluation. Philadelphia: Jessican Kingsley Press.

Locke, L., Silverman, S., & Spirduso, W. W. 2004. *Reading and Understanding Research*, chapter 8 – Reading reports of qualitative research – critically. Thousand Oaks: SAGE.

Stige, B., Malterud, K. & Midtgarden, T. 2009. Toward an agenda for evaluation of qualitative research. *Qualitative Health Research* 19(10) 1504-1516.

Hammersley, M. (2007) The issue of quality in qualitative research. *International Journal of Research & Method in Education*. 30(3) pp. 287-301.

**Week 9 - March 9: Design decisions**

Maxwell, J. 2012. Chapter 5 and 6.

Anastasia L. 2013. The cross-fertilization of critical race theory and Disability Studies: points of convergence/ divergence and some education policy implications. *Disability & Society*.

Kross, J. & Giust, A. (2018) Elements of Research Questions in relation to Qualitative Inquiry. The Qualitative Report 2018 Volume 24, Number 1, 24-30

#### Supplemental

Carter, S & Little, M. 2007. Justifying knowledge, justifying method, taking action: Epistemologies, methodologies and methods in qualitative research. *Qualitative Health Research* 17(10), 1316-1328. [eBook](#). Chapter 3 and 4.

Swaminathan, R., Mulvihill, T. M., Taylor, & Francis eBooks, A. Z. 2017. *Critical approaches to questions in qualitative research*. New York, NY: Routledge.

**First assignment due**

**Week 10 – March 16: OPTIONAL CLASS - trouble-shooting and refining**

**Week 11 – March 23: STUDENT PRESENTATIONS**

**Week 12 – Mar 30: STUDENT PRESENTATIONS**

**Week 13 – April 6: Writing, Interpretation and Representation**

Required Readings

Richardson, L & St. Pierre, E. (2018) Writing: A method of Inquiry. In SAGE Handbook, chapter 36, p. 818.

Denzin, N. (2019) The elephant in the living room, or extending conversations about the politics of evidence. In SAGE Handbook, chapter 37, p. 839

Supplemental Readings that may be of interest

Teman, E., and Lahman, M. (2019) Coming Out (as a Poststructuralist): A Rant. Qualitative Inquiry 25(1), 57-68

DOI: 10.1177/1077800418808551journals.sagepub.com/home/qix

**Week 14 - April 13: Final Class**

**Summary and discussion** of the rationale/questions that will guide the preparation of your final assignment.

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**COURSE ASSIGNMENTS, DUE DATES AND GRADING**

All course assignments will revolve around assisting you to begin to develop a qualitative study in your area of interest. Marks will be distributed across four activities: a critical review of a qualitative article, a classroom presentation on a specific approach, a final paper outlining a qualitative study, and classroom participation throughout the term. The hope is that each assignment will build upon the previous ones. Each will be described below:

1. Critiquing and reviewing qualitative research (20%)  
Value: 20%  
Length: 8-10 pages  
Due: March 9, 2021

Select one journal articles reporting on a qualitative research study related to the topic you will be researching. The purpose of a review essay is to succinctly assess recent work on a particular topic. For the purpose of this assignment, your review will focus on a critique of this article and the research process that supports it. A review essay creates an understanding of the topic for the reader and an appraisal of the works, and their strengths/weaknesses and potential contribution. Discuss how this article can be used to set up your study.

2. Critical examination of an approach to qualitative research – Class presentation (30%)  
Value: 30%  
Length: 1 hour (to be confirmed)  
Due: March 16, 23 or 30 (dates to be confirmed by early February)

The purpose of this assignment is to develop familiarity and expertise with an approach to qualitative



research that intrigues you by applying it to a research problem of your choice. You will be expected to: a) clearly articulate what approach/ideas you are using to guide your approach to research; b) begin to apply this particular approach to design a study; c) critically analyze the strengths and limitations associated with using this particular approach.

This assignment will be developed and presented in class and can form the foundation for your final proposal.

Objectives of assignment:

- Assist others to understand this way of approaching qualitative research;
- Obtain peer feedback to assist in developing your ideas;
- Develop skills as an instructor.

Grading will be done collaboratively by peers and instructor.

3. Final Paper – Qualitative Research Proposal – see Evaluation Criteria for further information.  
Research Proposal Guidance  
Value: 30%  
Length: 20-25 pages  
Due: April 23, 2021

Building upon the previous two assignments, prepare a written qualitative research proposal setting up a study in your area of interest. The objectives of this assignment are:

- Increase confidence and competence developing a research proposal;
- Demonstrate familiarity (including critical appraisal) with one approach;
- Demonstrate ability to consider and coherently integrate epistemology, methodology, method and design

You are strongly encouraged to select one of the two books below to guide you in developing your proposal:

Marshall, C. & G. Rossman (2016) *Designing Qualitative Research*, 6th edition. SAGE

Maxwell, J. (2012) *Qualitative Research Design: An Interactive Approach*, 3rd edition. SAGE  
(This is my favorite and we will review two chapters out of it)

#### Evaluation Criteria: Research Proposal

1. Critical Description of Approach (25 marks)
  - Provides a comprehensive overview of main aspects associated with particular approach.
  - Draws on foundational readings in the area and supplements with newer emerging perspectives;
  - Draws in Course readings to help develop ideas;
2. Originality and Analysis (30 points max.)
  - Offers an argument and original ideas on the possibilities and limitations of current

work under this approach.

- Creative development of ideas; management of difficult conceptual task; perceptive critique of relevant literature.

3. Implications on Research Design (25 points max.)

- In-depth and explicit analysis of the link between epistemological issues and practical implications of a particular approach on all aspects of the research process including: sampling, data collection; options for analysis; researcher's role, ethical issues, representation and trustworthiness issues;

4. Presentation of Ideas (20 points)

- Well developed and argued, logically sequenced initial orientation, body and final summary; sense of continuity and connection of ideas; clear transitions between paragraphs; focussed;
- Excellent sentence construction and choice of words; correct use of technical terms and abbreviations; adherence to all APA requirements

4. Class participation: 20%

Class participation is absolutely critical for this seminar to become a place of meaningful learning. Your participation grade will consider the quality of your contribution and engagement with the class material, with your peers and the class discussions – grading will be based on personal and instructor appraisal/rational. I acknowledge that there is a variety of styles and ways to engage. You will demonstrate engagement through: a) the questions / comments you post in the class blog or that alternatively you bring to the class; b) preparation for guest speakers including informed questions for each (especially in interview class); c) attendance and contributions to discussions in class and with colleagues.

I recognize that class interaction is much more difficult using a virtual venue. While the university indicates that you are not 'required' to put on your camera, I will be strongly encouraging everyone to be physically present using their cameras. I recognize that this may not be possible for everyone, in which case I am open to meet to discuss alternative ways for gaining the 20% class participation marks.

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## SCHOOL/COURSE POLICIES

**Attendance:** In May 2013, the School Council approved an Equity Action Plan aimed at realization of an equitable learning and working environment, and creation of accountability measures for monitoring implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of any form of discrimination and racism and that welcomes and respects different worldviews, ways of knowing and social locations.

Excerpt from the UBC calendar: Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.).

Students who miss more than three (3) classes during a semester may either be expected to complete an additional assignment, to be developed in consultation with the instructor, in order to fulfill the requirements of the course, or be asked to withdraw from the course. Students who are unavoidably

absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious or spiritual/cultural obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations.

Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain the digital copy of all submitted and marked assignments in case you wish to apply for a Review of Assigned Standing.

**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](http://www.arts.ubc.ca) and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

**Electronic Devices:** Students wishing to use any electronic devices including computers and recorders must have the permission of the instructor and must have the wireless capacity of the device turned off.

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## LEARNING RESOURCES

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (**APA Citation Guide**), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

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## UNIVERSITY POLICIES

**Support:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at

<https://senate.ubc.ca/policies-resources-support-student-success>

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## LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technology: CANVAS; this tool captures data about your activity and provides information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Assess your participation in the course

## COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Students are not permitted to record classes.

## UBC GRADING CRITERIA

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.

A reminder that only 6 credits of pass standing (60-67%) may be counted toward a master's program. For all other courses, a minimum of 68% must be obtained.