

Tutorial letter 101/3/2018

**Qualitative Research Methodology in
Criminology**

CMY3708

Semesters 1 & 2

**Department of Criminology and Security
Science**

IMPORTANT INFORMATION:

This tutorial letter contains important information
about your module.

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1. INTRODUCTION

Dear Student

It is a pleasure to welcome you to the Qualitative Research Methodology in Criminology module (CMY3708). I hope that you will find it both interesting and rewarding.

Right from the start we would like to point out that you must read all the tutorial letters you receive during the semester immediately and carefully, as they contain important information.

Tutorial letter 101 contains important information about the scheme of work, resources and assignments for this module. We urge you to read it carefully and to keep it at hand when working through the study material, preparing the assignments, preparing for the examination and addressing questions to your lecturers.

Please read *Tutorial letter 301*, which is a general tutorial letter that includes other important information regarding your studies, and SCHJALL/301/4/2018 the tutorial letter for all the departments in the School of Criminal Justice containing the standardised referencing style and notes on plagiarism- in conjunction with Tutorial Letter 101 since both contain important general information about distance learning in this College.

In this *Tutorial letter 101* you will find the assignments and assessment criteria, as well as instructions on the preparation and submission of the assignments.

In your study guide you will find a number of activities with each study unit. You will also find feedback or answers to all activities at the back of the study guide. The activities form an important part of the module. In the activities you must prove your ability and understanding of dealing with the subject matter. Thus, it is very important to do these activities as you work through each study unit and assess your answers by using the feedback.

Please do not submit these activities to us for marking. If you have any difficulties with any of the activities, please contact us.

Please note that students must visit the *myUnisa* website for CMY3708 on a regular basis to access the latest announcements. The postal service has unfortunately become unreliable and it can therefore occur that a student's hard copy tutorial letter never reaches its destination. All information relevant to the module is, however, placed on the *myUnisa* website and students should therefore never be in a position where they are not aware of any announcements.

If you cannot access the *myUnisa* website from a personal computer please visit an internet café, library or post office where these facilities are available to the public. **It is your own responsibility to ensure that you are up to date with all the relevant announcements regarding CMY3708 which are placed on the *myUnisa* website or e-mailed to you.**

We hope that you will enjoy this module and wish you all the best!

2. PURPOSE OF AND OUTCOMES FOR THE MODULE

2.1 Purpose

The purpose of this module is to equip you with the knowledge and skills that you need to conduct qualitative research in criminology. You will gain knowledge in the use of qualitative methods in social science research, with a focus on how these techniques are used specifically in the context of research in criminology. You will also be introduced to various qualitative techniques, with the focus on the reasoning process required for their proper use. Apart from gaining knowledge of qualitative research, you will also gain skills and basic experience in the collection and reporting of data and research findings.

This module will also be useful to students in the criminological sciences who are required to do research, or to understand the research process and conventions in order to deal with the literature. It is also necessary preparation for those who wish to continue with criminology at post-graduate level; hence it is a compulsory module.

2.2 Outcomes

The study for module CMY3708 is aimed at the achievement of specific learning outcomes on which you will be assessed.

Specific outcome 1:

Demonstrate well-rounded and systematic knowledge of the design and planning of a qualitative research process in the field of criminology

Assessment criteria

- Demonstrate a coherent and critical understanding of qualitative research in criminology.
- Exhibit a coherent and critical understanding of the philosophical assumptions, paradigm and interpretive communities/framework in qualitative research.
- Demonstrate the ability to delineate a research problem using evidence-based solutions and theory-driven arguments.
- Solve unfamiliar concrete and abstract problems and issues using appropriate theoretical frameworks based on a proper literature review.
- Critically analyse the suitability of a qualitative approach using theory-driven arguments.
- Demonstrate a coherent and critical understanding of different qualitative research designs.
- Display well-rounded and systematic knowledge pertaining to the crimino-ethical requirements in qualitative research.

Specific outcome 2:

Display well-rounded information retrieval skills and the ability to critically analyse and synthesise qualitative data.

Assessment criteria

- Demonstrate well-rounded and systematic knowledge of the sampling methods in qualitative research.
- Demonstrate a coherent and critical understanding of data collection approaches in qualitative research.
- Demonstrate an understanding of the qualitative data analysis and interpretation methods that apply to the field of criminology.

- Demonstrate a coherent and critical understanding of standards of validation and evaluation in qualitative research.

Specific outcome 3:

Present and communicate qualitative research findings and own ideas and opinions in well-structured arguments, showing an awareness of audience and using academic/professional discourse appropriately.

Assessment criteria

- Demonstrate the ability to use academic/professional discourse applicable to the field of criminology appropriately.
- Demonstrate the ability to present and communicate information and own-ideas and opinions in well-structured arguments.
- Adhere to accepted guidelines in preparing presentations according to prescribed formats and, where applicable, IT skills appropriately.

3. LECTURER AND CONTACT DETAILS

3.1 Lecturer

Ms NP Magagula
Brooklyn House 1-85
Veale Street, Brooklyn
Email address: magagnp@unisa.ac.za
Telephone number: 012 433 9461

3.2 Department

Department of Criminology and Security Science
Brooklyn House
Veale Street, Brooklyn

Departmental Secretary: Ms Z Skhosana
Email address: skhoszp@unisa.ac.za
Telephone number: 012 433 9434

Departmental Administrative officer:
Ms JM Motha (maponjm1@unisa.ac.za) 012 433 9475

3.3 University

PO Box 392
UNISA
0003

4. RESOURCES

4.1 Prescribed books

There are no prescribed books for this module

4.2 Recommended books

Babbie, E. R. 2014. The basics of social research. (6th edition)Wadsworth, Cengage Learning.

Babbie, E. R. 2016. The basics of social research. (7th edition). Wadsworth, Cengage Learning.

Corbin, J. M. 2015. Basics of qualitative research: techniques and procedures for developing grounded theory. (4th edition). London: SAGE.

Creswell, J. W. 2013. Research design: qualitative, quantitative, and mixed methods approaches. (4th edition). Los Angeles, Calif.

Creswell, J. W. 2014. Research design: qualitative, quantitative, and mixed methods approach. (4th edition). SAGE.

De Vos, A.S., Strydom, H. Fouché, C.B. & Delport, C.S.L. 2011. Research at grass roots. For the social science and human science professions. Van Schaik: Pretoria

4.3 Electronic Reserves (e-Reserves)

There are no e-Reserves for this module

4.4 Library services and resources information

For brief information, go to www.unisa.ac.za/brochures/studies

For detailed information, go to <http://www.unisa.ac.za/library>. For research support and services of personal librarians, click on "Research support". The library has compiled a number of library guides:

- finding recommended reading in the print collection and e-reserves – <http://libguides.unisa.ac.za/request/undergrad>
- requesting material – <http://libguides.unisa.ac.za/request/request>
- postgraduate information services – <http://libguides.unisa.ac.za/request/postgrad>
- finding, obtaining and using library resources and tools to assist in doing research – http://libguides.unisa.ac.za/Research_Skills
- how to contact the library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

4.5 Tutorial offerings at Unisa

Please be informed that, with effect from 2013, Unisa offers online tutorials (e-tutoring) to students registered for certain modules at NQF levels 5, 6 and 7. This means qualifying first year, second year and third year modules. Please communicate with your module leader to find out if any of the modules that you have registered for falls in this category.

Once you have been registered for a qualifying module, you will be allocated to a group of students with whom you will be interacting during the tuition period as well as an e-tutor who will be your tutorial facilitator. Thereafter you will receive an sms informing you about your group, the name of your e-tutor and instructions on how to log onto *myUnisa* in order to receive further information on the e-tutoring process.

Online tutorials are conducted by qualified e-tutors who are appointed by Unisa and are offered free of charge. All you need to be able to participate in e-tutoring is a computer with internet connection. If you live close to a Unisa regional centre or a Telecentre contracted with Unisa, please feel free to visit any of these to access the internet. E-tutoring takes place on *myUnisa* where you are expected to connect with other students in your allocated group. It is the role of the e-tutor to guide you through your study material during this interaction process. For you to get the most out of online tutoring, you need to participate in the online discussions that the e-tutor will be facilitating.

There are modules which students have been found to repeatedly fail. These modules are allocated face-to-face tutors and tutorials for these modules take place at the Unisa regional centres. These tutorials are also offered free of charge. However, it is important for you to register at your nearest Unisa Regional Centre to secure attendance of these classes.

5. STUDENT SUPPORT SERVICES

Free computer and internet access

Unisa has entered into partnerships with establishments (referred to as Telecentres) in various locations across South Africa to enable you (as a Unisa student) free access to computers and the Internet. This access enables you to conduct the following academic related activities: registration; online submission of assignments; engaging in e-tutoring activities and signature courses; etc. Please note that any other activity outside of these is for your own costing e.g. printing, photocopying, etc. For more information on the Telecentre nearest to you, please visit www.unisa.ac.za/telecentres.

Important information appears in your *Study @ Unisa* brochure.

6. STUDY PLAN

Consult the *Study @ Unisa* brochure for general time management and planning skills.

Your journey through this module has three phases which can be broken down as follows:

- Phase 1 - Tutorial Letter 101
- Phase 2 - CMY3708 Study guide
- Phase 3 - Assignments

Phase 1 - Tutorial Letter 101

Start of by reading systematically through Tutorial Letter 101 for this particular module. This tutorial letter will guide you through your studies. It is a valuable source of important information, such as when to submit your assignments. It is therefore imperative that you read through Tutorial Letter 101 before you commence with the revision of the study guide.

Phase 2 - CMY3708 study guide

During phase 2 you need to work through the study guide. The guide is constructed in such a manner that each study unit builds on the previous one. You are therefore advised to start at the beginning of the guide and work systematically through the guide to ensure that you master the content step by step.

We expect you to master the study material in such a way that you understand all the information and arguments set out in the study units and the definitions of words. You must not only understand the information, but also be able to interpret it and discuss it in your own words. Forming only vague impressions of the study material and presenting superficial arguments on it will not be sufficient; you must ensure that you have a thorough understanding of the study material and have mastered the details.

We recommend that you first read through the study guide to get an overview of the content and become familiar with the different topics and how they are arranged in a specific order. Thereafter you should study the subject matter in the study units and assess your progress with the aid of the activities and self-assessment exercises/tasks.

Activities are learning experiences that help you to unlock and better understand the study material. In each activity we explain

- why you should do the activity
- how you should carry out the activity
- how you should record your answer

Every activity is followed by a discussion or feedback that forms part of the learning content. Read the feedback only after you have completed the activity. If you read the feedback first, you will deny yourself the opportunity to learn from the activity. Furthermore, feedback on an activity may not make sense unless you have actually done that activity. If you find it difficult to do an activity, it means that you have not fully grasped the relevant learning material and you need to work through it again.

You will also find self-assessment exercises at the end of each study unit. The aim of these exercises is to help you to test your knowledge and understanding of the study material. So make sure that you can do the tasks (answer the questions). The self-assessment questions will be formulated in the same way as in the assignments and examination (long - 30 mark questions, short – 15 mark questions and multiple-choice questions). Therefore the activities, assignments and self-assessment will also assist to prepare you for the examination.

Phase 3 - Assignments

Assignments are an important part of the learning material for this module. As you work through the assignments, study the reading material, discuss the work with fellow students and do research. The discussion forum on *myUnisa* for this module is one of the methods you can use to engage with other students. By following these activities, you will be actively engaged in learning. Looking at the assessment criteria given for each assignment will help you to gain a clearer understanding of what is required of you.

Refer to *Study @ Unisa* brochure for general time management and planning skills.

7. MODULE PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There are no practicals for this module.

8. ASSESSMENT

8.1 Assessment plan

Here is a break-down of the formal Assignments, as they occur in the semester.

All students who have submitted both Assignment 01 and 02 in time (before or on the closing dates) will automatically receive admission to the examination.

The Assignment questions for **both** semester 1 and 2 are in this TL101 on the final pages of this document. Please ensure that you answer the questions for the correct semester in which you are registered. They have unique numbers which must be given when you submit them for marking. Each assignment has a due date which must be adhered to.

Comments on the **two compulsory assignments** will be sent to all students registered for this module in follow-up tutorial letters. In terms of a decision of Senate and the College of Law all students **must submit two compulsory assignments per module**. One of the reasons for this is that a student is required to provide proof that he or she “actively studied” before writing examination. **The first assignment consists of an essay type question (25 marks).**

The second assignment consists of multiple choice questions (25 marks).

Proof of active study regarding registered students must be submitted by the University to the Department of Education before a specific date, and consequently **no extension of submission dates for the assignments is possible.**

Students will also not be permitted to submit assignments after the due date because commentaries on the assignments will be mailed to them in time to enable them to study it for examination purposes.

We trust that you have understood this explanation of the system. The importance of the assignments and the fact that they must be submitted on time are factors which you must keep in mind when studying.

8.2 Assignment numbers

8.2.1 General assignment numbers

This tutorial letter contains **two (2)** assignments for each semester and **both of them are compulsory.**

Assignment 01/2018 consists of essay-type questions.
Assignment 02/2018 is a multiple choice question assignment.

8.2.2 Unique assignment numbers

In addition to the general assignment number (01 or 02), a unique assignment number (e.g.) should also appear on the cover docket of your assignment.

FIRST SEMESTER

Assignment 01 - Unique assignment number: 698265
Assignment 02 - Unique assignment number: 841010

SECOND SEMESTER

Assignment 01 - Unique assignment number: 812588
Assignment 02 - Unique assignment number: 717631

8.3 Assignment due dates

FIRST SEMESTER

The closing date for assignment 01 is 14 March 2018

The closing date for assignment 02 is 09 April 2018

SECOND SEMESTER

The closing date for assignment 01 is 13 August 2018

The closing date for assignment 02 is 10 September 2018

8.4 Submission of assignments

For detailed information on assignments, please refer to *my Study @ Unisa* brochure, which you received with your study package.

To submit an assignment via *myUnisa*:

- Go to *myUnisa*.
- Log in with your student number and password.
- Select the module.
- Click on assignments in the menu on the left-hand side of the screen.
- Click on the assignment number you wish to submit.
- Follow the instructions.

Please ensure that the following information appears on your assignment cover:

- Assignment number
- Course code
- Semester code
- Student number
- Unique number

8.5 Assignments

An assignment is a scientific document and, therefore, must comply with scientific requirements. It must be systematic, form a logical unit and be verifiable by the reader.

The first step in compiling an assignment is to study the question carefully in order to ascertain exactly what is required of you. Break down the question into verbs and key concepts, making sure you understand the verb describing the instruction (discuss, describe, critically analyse etc.) properly. To assist you in this regard an explanation of verbs or action ("doing") words were included in the orientation of the CMY3708 study guide. You then need to read through the study guide and identify the relevant sections. Write the assignment taking note of the prescribed format as discussed below. Please note that you may need to integrate different sections of the study guide to answer the question. You should also take into consideration the length and marks allocated for the assignment. Before attempting the assignments please refer to Tutorial Letter 301 and Tutorial Letter SCHJALL/301/4/2018 for guidelines on how to approach and answer the assignment questions, and the correct way to reference any information used.

Scientific presentation of essay-type assignments

Make use of the following format when you write the assignment:

Title

Provide the assignment with a cover page (title page), denoting the title of the assignment. Use the exact words as formulated in your tutorial letters for each assignment.

Table of contents

Furnish a complete table of contents on a separate page. A table of contents should reflect the headings and subheadings in the assignment followed by the relevant page numbers.

Introduction

The introduction should not exceed half a page. You should orientate the reader to the subject in a few paragraphs. State the problem and how you are going to approach it and outline what is presented in the assignment.

Definition of key concepts

Define the key concepts under a separate heading. The particular concepts to be defined are derived from the title and main headings of the assignment. For this purpose, it is imperative to consult your study guide, a scientific dictionary or textbook on the subject. You should quote specific definitions and describe, in your own words, the meaning you attach to the concept for the purpose of the particular assignment. (Your own definition of the concept is called an operational definition.) To define a concept means to state precisely the meaning or essence of the concept.

Presentation of the subject

The body of the assignment consists of a discussion of the subject. Formulate your own headings and subheadings to break down the discussion in logical sections.

Replication of the study guide

Do not replicate the contents of the study guide. Use your own words as much as possible. Do not adhere slavishly to the study guide, especially as regards headings and examples. The study guide should only be used as a guide. **You are expected to consult at least three additional sources when you write an assignment on third year level.**

Plagiarism

All academic work, written or otherwise, submitted by a student is expected to be the result of his/her own work. **The University views acts of copyright infringement and plagiarism as a serious offence.**

Plagiarism is the act of taking words, ideas and thoughts of others and presenting it as your own. It is a form of theft which involves a number of dishonest academic activities. The *Disciplinary Code* appears *Study @ Unisa* Brochure and is given to all students at registration. Students are advised to study the *Disciplinary Code*, especially chapter 3 (1.19). Kindly also read the University's *Policy on Copyright Infringement and Plagiarism*. Also refer to the announcement on plagiarism which is posted on the *myUnisa* webpage for CMY3708.

General presentation

The presentation of your assignment should be coherent, systematic and neat.

Deviating from the subject

Do not deviate from the subject or include general discussion or personal experiences. Discuss only the relevant facts, and beware of generalising (sweeping statements). Remember, you are undertaking a scientific discussion. Avoid a sensational or journalistic approach in your presentation.

Conclusion

End your assignment off with a conclusion presenting logical assumptions that comes from the assignment. At this stage it is also very important to express your own viewpoint on the subject.

Style of writing

Try to develop a fluent style of writing. Avoid long, complicated sentences and paragraphs. Avoid using the same word or expression frequently and unnecessarily. Do not start each sentence the same way. Each paragraph should contain only one main theme. Be systematic in the discussion of the subject. Try to mention essential facts only and state your argument clearly. Use your own words as far as possible. Avoid writing word for word from your source of information. You may quote a sentence or short paragraph to prove your point or illustrate a statement. In such cases you must acknowledge your source of information.

Length of assignment

It is extremely important to adhere to the limit set for the assignment. Learn to present only the relevant facts and restrict yourself to the required limit, otherwise you may encounter problems in the examination. Use double spacing if you type assignments and leave enough space for comments.

Referencing and technical care

Referencing is an extremely important part of an assignment. **You will be penalised if the assignment lacks proper referencing and technical care. Refer to your TUT101**

This document contains the basic types of references that you may need in academic writing.

Direct quotations

When you use an author's exact words, they should be placed between *quotation marks*. Keep the use of quotations to a minimum. A string of quotations suggests that you could not interpret or properly understand the text. When quoting please note the following points:

- Place the quotation in inverted commas (" ") and acknowledge the source.
- Retain the exact spelling and punctuation of the original.
- If you omit words from a quotation, show this by a series of three full stops (...).
- If you add words to a quotation, place them in square brackets ([]).
- If you wish to emphasise part of a quotation, italicize or underline it and add the phrase "my emphasis" in brackets at the end of the reference.

For example

Berger (1987:27-28) emphasises "the individual is not moulded as a passive or inert thing".

References in the text

You must insert references when you use direct quotations from a text and when you use other information or ideas from sources (even if you paraphrase or put it in your own words).

You must identify the source of the material by giving in brackets:

- the author's surname (unless it already appears in the sentence or paragraph),
- the year of publication, colon [:],
- the page or pages referred to (unless the entire publication is to be indicated).

For example

Where the author's name appears in the sentence:

While it has been shown by Sandbrook (1982:132) that . . .

Where the author's name does not appear in the sentence:

We find it stated . . . (Gouldner 1980:85).

Where you refer to the entire work, you give no page numbers:

Some, such as Parsons (1966), go further than earlier authors (Maclver & Page 1949; Gillin & Gillin 1942) . . .

Where there are two authors, both surnames are given, joined by an ampersand:

We may refer to a more recent source (Giliomee & Adam 1981:61-64) . . .

Where there are three or more authors or editors, the surname of the first is given followed by "et al" (which means "and others"):

... (Alant et al 1981:125) . . .

If you have not consulted a book yourself, you should refer to it thus:

Giddens (1979: 126), citing Bettelheim, indicates . . .

OR

Bettelheim has said (quoted in Giddens 1979: 126)

Here Giddens and not Bettelheim would appear in your source list. **NB Don't be tempted to cite sources you have not personally consulted. Markers have a sixth sense about such things and it invalidates your claims of independent, original work.**

When the date or place of publication is unknown, follow these guidelines:

If the date of publication is unknown, an abbreviation of the Latin expression *sine anno* (without a year) is used in square brackets. If the place of publication is unknown, an abbreviation of the Latin expression *sine loco* (without place) is used in square brackets, for example:

According to Jones ([sa]: 14) there are . . .

... in that regard (Jones [sa]: 10).....

Note: In the list of sources, the S of both *sine anno* and *sine loco* is capitalised because it introduces a new element of the entry. In the text reference, however, the s is written with a small letter.

List of references

In the list of works at the end of the paper, each publication consulted and referred to in the text (as above) must be identified fully. All publications are arranged alphabetically according to the author's names. If you have consulted more than one publication by the same author, these are arranged chronologically according to the date of publication.

List all sources as follows:

- The author's surname, comma (,), and initial(s) (indicate an editor by (ed) following the initials), followed by a full stop (.) (No full stops between initials)
- The date of publication, full stop (.)
- The title of the book, full stop (.) (Only the first letter of the title should be capitalised and the title should be underlined or italicised)
- The place (city or town) of publication - not the place of printing - followed by a colon (:)
- The name of the publishers, followed by a full stop (.) (Omit words like "Publishers", "Limited", and "Company")

For example

Giddens, A. 1997. *Central problems in social theory*. London: Macmillan.

Maylee, W M. 1998. *Principles of general psychology*. 4th edition. London: Longman.

Thouless, R. 1974. *Straight and crooked thinking*. London: Pan.

Books with more than one author or editor

In cases where there is more than one author, the surnames and initials of all the authors must be indicated in the list of sources.

For example

Dekker, E & Van Schalkwyk, O J (eds). 1989. *Modern education systems*. Durban: Butterworths.

Gouws, E, Kruger, N & Burger, S. 2000. *The adolescent*. 2nd edition. Sandown: Heinemann.

A journal article or article in a newspaper or magazine

When a journal article is referred to, its title is followed by a full stop. This is followed by the title of the journal (underlined or italicized) and the volume number, the edition number in single brackets (), followed by a colon, the page numbers on which the article appears and a full stop.

For example

Dennick, E O. 1999. The role of the individual in mass education. *Progressio* 15(2): 86-93.

Herold, K. 2004. Information and its philosophy. *Library Trends* 52(3), Winter: 74-84.

When the author of the article is unknown, follow the convention of listing the magazine/newspaper/ publication, for example:

Curationis 2(2), 1995.

Fair Lady, 10 February 2004.

Internet articles

The same guidelines as above apply. List the author(s) alphabetically with the rest of the sources. The title of the article is followed by the words Available at: and the World Wide Web address is given. This is followed by the phrase accessed on and the date on which you accessed that article in single brackets.

For example

Hall, D. 2001. The sociology of risk and social demographic change. Available at: www.ssc.uwo.sociology/popstudies/dp (accessed on 03/03/2003).

Weddington,G, Mogotlane,S & Tshule,M. 2002. Challenge in South Africa: creating a speech and hearing program at a historically black university. Available at: www.professional.asha.org/news (accessed on 23/7/2003).

SEMESTER 1

ASSIGNMENT 01- COMPULSORY

DUE DATE: 14 MARCH 2018

UNIQUE NUMBER: 698265

Provide a comprehensive discussion of grounded theory research.

(25)

Use the following subheadings:

- Introduction
- Definition of key concepts
- Content (use relevant headings)
- Conclusion
- Bibliography

SEMESTER 1

ASSIGNMENT 02- COMPULSORY

DUE DATE: 09 APRIL 2018

UNIQUE NUMBER: 841010

1. In a literature review/study we can distinguish between topic related and method related literature. Method related literature deals with ...
 - (1) methods of data analysis in research projects.
 - (2) planning of the research process.
 - (3) the methods and methodology in the research process.
 - (4) different techniques of data collection.

2. A researcher who wants to explore an in-depth study of a phenomenon from the participants' perspective makes use of ...sampling.
 - (1) non-probability
 - (2) probability
 - (3) purposive
 - (4) random

3. In qualitative research ... focuses on how people create and use stories to interpret their life world.
 - (1) phenomenology
 - (2) ethnography
 - (3) case study analysis
 - (4) narrative analysis

4. Choose the most correct method of referencing when the Harvard method is used.
 - (1) Ladikos, A. 2009. Research methodology in criminology: *Only Study Guide for CMY3707*. Pretoria: University of South Africa.
 - (2) *CMY3707*, 2009. Research methodology in criminology: *Only Study Guide for*. Pretoria: University of South Africa.
 - (3) Ladikos, A Research methodology in criminology: *Only Study Guide for CMY3707*. Pretoria: University of South Africa.
 - (4) Ladikos, A 2009. Research methodology in criminology: *Only Study Guide for CMY3707* University of South Africa.

5. In qualitative research ... refers to the process whereby ideas and concepts are generated from raw data such as field notes and archival materials.
 - (1) analysis
 - (2) coding
 - (3) interpretation
 - (4) mapping

6. The unique approach that is followed in grounded theory facilitates an ... and in-depth analysis of data
- (1) unfamiliar
 - (2) expectable
 - (3) acceptable
 - (4) unbiased
7. A researcher makes use of ... sampling when the researcher contacts some participants who are representative of the sampling criteria and ask them to identify other people to include in the study.
- (1) quota
 - (2) probability
 - (3) purposive
 - (4) snowball
8. In research ... refers to the role of values and ethics in research.
- (1) ontology
 - (2) methodology
 - (3) axiology
 - (4) epistemology
9. Philosophical assumptions and ... influence how researchers think about the social world and knowledge in general.
- (1) paradigms
 - (2) ethics
 - (3) perceptions
 - (4) culture
10. During the interview researchers make use of ...; ... and ... in order to acquire in-depth information.
- (1) Questions; in-depth interviews; observation
 - (2) Interviews; probes; secondary questions
 - (3) Observation; statements; non-verbal clues
 - (4) questions; probes; follow up-questions
11. According to Creswell (2007:125) ... sampling is synonymous with qualitative research.
- (1) purposeful
 - (2) random
 - (3) probability
 - (4) non-probability

12. The principle of honesty and openness in research requires that ...
- (1) there should be an equal distribution between the benefits and risks of a research study.
 - (2) research participants should be treated as autonomous agents who are able to make their own decisions and act independently.
 - (3) there should be as little as possible harm to research respondents whilst maximising the benefits of the research study in terms of its benefits to the respondents as well as society in general.
 - (4) the researcher should be open in discussing the methodology and presenting the findings of the study.
13. Identify the sentence that relates to covert participation:
- (1) A researcher visits nightclubs to observe the relation between ecstasy abuse and raving without the people who are observed being aware of it.
 - (2) A researcher interviews drug abusers to explore the rave culture.
 - (3) A researcher participates in an anger management group to observe the participants interaction during the group.
 - (4) A researcher interviews participants during an anger management group to analyse the effectiveness of the programme.
14. Which definition defines the concept "philosophy of science" correctly?
- (1) It represents the researcher's beliefs and the goals pursued in the search of knowledge.
 - (2) It is an umbrella term for the different ways in which science and scientific research are approached from a philosophical level.
 - (3) It is a reflection of how the researcher thinks about the social world and knowledge.
 - (4) It is an umbrella term for the different ways in which science and scientific research pursues the search of knowledge.
15. As in the case of the research steps, ... research is conducted solely for the purpose of gathering information and building on existing knowledge.
- (1) applied
 - (2) empirical
 - (3) basic
 - (4) evaluative
16. The process of linking codes in order to establish relationships is known as ...
- (1) axial coding.
 - (2) software analysis.
 - (3) open coding.
 - (4) codebase theory.

17. Which explanation clarifies the concept “theory” correctly?
- (1) A theory represents the researcher’s believes and the goals pursued in the search of knowledge.
 - (2) A theory comprises of a group of logically cohesive statements presented to categories or used to explain phenomena.
 - (3) A theory is a reflection of how the researcher thinks about the social world and knowledge.
 - (4) A theory is an umbrella term for the different ways in which science and scientific research pursues the search of knowledge.
18. In order to formulate the research problem the researcher needs to consider the following elements:
- a) Units of analysis
 - b) Feasibility of a study
 - c) Research goal
 - d) Research strategy
 - e) Scientific relevance of a study
- Select the most correct combination:
- (1) (a), (b) and (c)
 - (2) (a), (b) and (d)
 - (3) (a), (c) and (d)
 - (4) (b), (c) and (e)
19. Which of the following concepts represent a framework that constitutes shared ideas which are prevalent in a specific research community?
- (1) Paradigm
 - (2) Positivism
 - (3) Basic research
 - (4) Reflexive research practices
20. The ... research approach argues that people do not live in an empirically observable reality but in a world where they interrelate and where their live world is constructed through experiences, perceptions and interactions with other people.
- (1) ontological
 - (2) interpretivism
 - (3) ethnography
 - (4) integrated
21. Which of the following statements represent the principle of beneficence?
- (1) It aims to protect the human rights of the research participants, while ensuring that the study yields maximum benefits.
 - (2) It guarantees that participants are treated as autonomous agents who are able to make their own decisions and act independently.
 - (3) Is concerned with research participants' ability to understand the implication of a research study and, consequently, to give truly informed consent to participate in the study.
 - (4) It deals with minimising the possible harm to research respondents while maximising the benefits of the research study for the respondents as well as the society in general.

22. Which definition defines the concept “scientific idea” correctly?
- (1) It is a reflection of how the researcher thinks about the social world and knowledge.
 - (2) It represents the researcher’s believes and the goals pursued in the search of knowledge.
 - (3) It is an umbrella term for the different ways in which science and scientific research are approached from a philosophical level.
 - (4) It is a reflection of how the researcher thinks about the social world and knowledge.
23. What is an account that refers to a person's life which is either told to the researcher or found in archives, documents and other sources?
- (1) Oral history
 - (2) Autobiography
 - (3) Life histories
 - (4) Biography
24. Evaluation research seeks to ...
- (1) define or describe a social phenomenon.
 - (2) do something practical about an identified problem.
 - (3) explore the impact and effectiveness of an intervention.
 - (4) identify the causes and effects of social phenomena.
25. In the case of research steps ... research is conducted solely for the purpose of gathering information and building on existing knowledge.
- (1) basic
 - (2) descriptive
 - (3) applied
 - (4) evaluation

TOTAL: 25 MARKS

SEMESTER 2

ASSIGNMENT 01: COMPULSORY

DUE DATE: 13 AUGUST 2018

UNIQUE NUMBER: 812588

**Give a thorough discussion of case study research (characteristics, value and limitations).
(25)**

Use the following subheadings:

- Introduction
- Definition of key concepts
- Content (use relevant headings)
- Conclusion
- Bibliography

SEMESTER 2

ASSIGNMENT 02: COMPULSORY

DUE DATE: 10 SEPTEMBER 2018

UNIQUE NUMBER: 717631

1. Choose the correct statement that explains “*reactive effect*” has during data collection.
 - (1) The influence an interviewer can have on a research participant.
 - (2) The influence participants can have on the interviewer’s objectivity.
 - (3) The influence research participants can have on each other during focus group interviews.
 - (4) The influence an observer can have on the participants’ behaviour during observation.

2. Identify the sentences that relate to a literature review.
 - a) It is a study of existing literature on the research topic.
 - b) It is part of the empirical study.
 - c) It includes documents, memoirs, and newspaper articles.
 - d) It enables the researcher to explore the different methods of data collection and analysis which could possibly be used in a study.
 - e) It is part of the data collection of the study.

Select the most correct combination:

 - (1) (a), (b) and (c)
 - (2) (a), (b) and (d)
 - (3) (a), (c) and (d)
 - (4) (b), (c) and (e)

3. Descriptive research seeks to ...
 - (1) define or describe a social phenomenon.
 - (2) do something practical about an identified problem.
 - (3) explore the impact and effectiveness of an intervention.
 - (4) identify the causes and effects of social phenomena.

4. Which definition defines the concept “scientific idea” correctly?
 - (1) It is a reflection of how the researcher thinks about the social world and knowledge.
 - (2) It is an umbrella term for the different ways in which science and scientific research are approached from a philosophical level.
 - (3) It represents the researcher’s believes and the goals pursued in the search of knowledge.
 - (4) It is a reflection of how the researcher thinks about the social world and knowledge.

5. What is one of the methods used in research to protect the rights of participants?
 - (1) Assurance confirmation
 - (2) A promise made
 - (3) Informed consent
 - (4) Guarantee accepted

6. What occurs when research participants are misled about the purpose, procedure and/or intent of the study?
- (1) Discrimination
 - (2) Deception
 - (3) Breach
 - (4) Invalidity
7. Which of the following refers to the ability to use language effectively and persuasively?
- (1) Ontology
 - (2) Rhetoric
 - (3) Axiology
 - (4) Methodology
8. Ethnographers follow a ... approach in their research, which enables them to develop a comprehensive understanding of the unique culture associated with a specific social group.
- (1) holistic
 - (2) methodological
 - (3) scientific
 - (4) deterministic
9. A study that analyses crime ridden communities on the Cape Flats is an example of which type of study.
- (1) Phenomenological studies
 - (2) Biographical studies
 - (3) Observational studies
 - (4) Ethnographical studies
10. Which of the following statements is true about positivism?
- (1) People do not live in an empirically observable reality, but in a world where they interrelate and where their reality is constructed through experiences, perceptions and interactions with other people.
 - (2) Human behaviour and experiences can be observed, described, explained, predicted and controlled in the same way as natural phenomena. The researcher stands apart from, or is uninvolved in these facts, observing them objectively or neutrally.
 - (3) This approach acknowledges the differences between natural and human phenomena and believes that they cannot be studied in the same way.
 - (4) The researcher needs to interact with the people who are studied observe their behaviour, as well as the way they interact with each other and their environment.
11. ... approach is sometimes viewed as less controlled, less rigorous and potentially biased.
- (1) Mixed
 - (2) Applied
 - (3) Fixed linear
 - (4) Positivism

12. Research undertaken by researchers who are also practitioners in the field and aims to improve the performance quality of an action or intervention in a specific area is known as ...
- (1) case studies.
 - (2) biographical studies.
 - (3) ethnography.
 - (4) participatory action research.
13. The first phase of historical studies is to identify a ... phenomenon.
- (1) scientific
 - (2) valuable
 - (3) researchable
 - (4) workable
14. The principle of ... deals with minimising the possible harm to research respondents, while maximising the benefits of the research study for both respondents and society in general.
- (1) justice
 - (2) responsibility
 - (3) respect
 - (4) beneficence
15. Which perspective represents the insider's, or native's perspective of reality?
- (1) Intra
 - (2) Emic
 - (3) Etic
 - (4) Inter
16. Ontological issues relate to the ... of reality and its characteristics.
- (1) science
 - (2) nature
 - (3) existence
 - (4) reflection
17. In qualitative research ... deals with an explanation of how qualitative researchers' "lived experiences" have influenced a research project.
- (1) narrative analysis
 - (2) ethnography
 - (3) reflexivity
 - (4) phenomenology
18. A ... framework is the system used to classify concepts, their definitions, and criteria for recognition that is developed over time during the analysis of the data.
- (1) statistical
 - (2) coding
 - (3) thematic
 - (4) analytic

19. The purpose of a research report is to ...

- (1) organise social action.
- (2) avoid plagiarism.
- (3) develop a theory.
- (4) advance technology.

20. Choose the correct method of referencing when the Harvard method is used.

- a) There is a correlation between violence and alcohol abuse (Du Preez, 1997:11).
- b) Du Preez, R (1997:11) is of the opinion that there is a correlation between violence and alcohol abuse.
- c) Du Preez (1997:11) is of the opinion that there is a correlation between violence and alcohol abuse.
- d) According to Du Preez there is a correlation between violence and alcohol abuse.

Select the most correct combination

- (1) (a) and (c)
- (2) (b) and (c)
- (3) (c) and (d)
- (4) (a) and (d)

21. Which methodology applies if a researcher follows an interpretivistic paradigm?

- (1) A researcher explores the impact of domestic violence on the victims and collects data by means of standardised questionnaires with close-ended questions that is posed to respondents. The data is statistically analysed and the findings are generalised.
- (2) A researcher explores the impact of domestic violence on the victims by making use of semi-structured interviews. The data is coded and analysed in order develop an in-depth understanding of the effects of domestic violence. The findings are published in a scientific journal.
- (3) A researcher explores the impact of domestic violence on the victims by making use of a survey that is e-mailed to respondents. A statistical programme is used to analyse the data and the findings are presented at a symposium.
- (4) A researcher explores the impact of domestic violence on the victims by making use of a questionnaire. The questions are followed-up with a personal interview. A statistical and narrative approach is used to analyse the data and the findings are used to describe the service rendered to victims of crime.

22. The qualitative researcher uses complex reasoning that is ...; ... and ...

- (1) multi-dimensional; interactive; structured.
- (2) multi-faceted; independent; simultaneous.
- (3) multi-dimensional; interpretive; structured.
- (4) multi-faceted; interactive; simultaneous.

23. A researcher makes use of ... sampling when the researcher is targeting hard-to-reach or hard-to-identify interconnected populations.

- (1) quota
- (2) probability
- (3) purposive
- (4) snowball

24. In research ... refers to the role of values and ethics in research.

- (1) epistemology
- (2) rhetoric
- (3) ontology
- (4) axiology

25. ... research methods in the social sciences are broader and often address issues at the macro societal level.

- (1) Qualitative
- (2) Descriptive
- (3) Quantitative
- (4) Exploratory

TOTAL: 25 MARKS

8.6 Other assessment methods

In your official study guide after every study unit there are activities that students need to do and the self-assessment assignments (assignment 03) but you must not submit them to the university.

8.7 Examination

Use your *Study @ Unisa* brochure for general examination guidelines and examination preparation guidelines.

How the examination system works

For general information and requirements as far as examinations are concerned, see the brochure *Study @ Unisa* which you received with your study material.

Examination admission

All students who have submitted and passed both assignments 01 and 02 in time (before or on the closing dates) will automatically receive admission to the examination.

How will this work in practice?

Both assignments (01 and 02) are compulsory. You must submit both. The year mark is based on the 20 percent of the assignment marks (each assignment counts half-10 percent- towards the year mark) which will be added to the examination mark to calculate the final mark for this module. No extension whatsoever will be granted for submission of the assignments and you are requested not to apply for extension under any circumstances.

Examination period

This module is offered in a semester period of 15 weeks. This means that if you are registered for the first semester, you will write the examination in May/June 2018 and the supplementary examination in October/November 2018. If you are registered for the second semester you will write the examination in October/November 2018 and the supplementary examination will be written in May/June 2019.

The Examination Section will provide you with information about the examination in general, examination venues, examination dates and examination times during the course of the semester in question.

Examination paper

You will write **one-two-hour paper** (on an official examination mark reading sheet as well as in an official Unisa examination book). Exam format: 1 x essay (25 marks) and 2 x paragraph type questions (one 15 mark and one 10 mark) as well as 25 multiple choice questions. The paper counts 75 marks.

Previous examination papers

Previous examination papers are not available to students. You may, however, accept that examination questions will be similar to the questions and assignments 01 and 02.

Suggestions on how to approach the exam

It goes without saying that in order to achieve success in any examination there is no substitute for a sound knowledge of the subject, which can be attained only by way of a thorough study of the study guide!

However, our experience has been that students who apparently have a good knowledge of the subject sometimes fail to obtain a pass mark. It is a good idea first to read carefully through each question on the paper before you attempt to answer it.

Our endeavour at all times is to set a paper that will test your knowledge in a fair and proper manner and to maintain sound standards. Therefore students who have obtained a degree from this University may take pride in their achievement.

Preparation of exams

Essay-type examination questions (25 mark question)

- Provide the following heading: Introduction (short historical overview)
Definitions (key concepts in the heading)
Content (with relevant headings and subheadings)
Conclusion (your opinion on the topic)
- Present the contents (facts) systematically thus, make use of headings and subheadings
- Provide practical examples where possible

Paragraph-type examination questions (15 and 10 mark questions)

The scientific preparation of paragraph questions differs from the requirements of essay questions.

- It is **not** necessary to provide the following headings: Introduction
Definitions
Conclusion
- Present the contents (facts) systematically thus, make use of headings and subheadings
- Provide practical examples where possible

9. FREQUENTLY ASKED QUESTIONS

The *Study @ Unisa* brochure contains an A-Z guide of the most relevant study information.

10. IN CLOSING

Please do not hesitate to contact us should you need further assistance regarding anything which is not clear regarding the contents of this tutorial letter.

All the best with your studies!

Ms NP Magagula