

**Senate Curriculum Committee
Report to Senate
December 2016**

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II. DOCUMENTATION

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1. Department of Psychology
2. Department of English Language and Literature

A. Items That Do Not Require Senate Approval

1. Department of Psychology

- a) Request for changes to prerequisites: *PSYC 3273 Human Memory*
“Prerequisites: *PSYC 2263* or permission of the instructor.”
- b) Request to cross-list *PSYC 3183 Sexuality and Diversity* with Women’s Studies/Gender Studies (WS/GS).
- c) Request to remove cross-listings for *PSYC 3043 Qualitative Research Methods (RELG 3053, GERO 3053)* from the Calendar. This course will be replaced by a new proposed course *PSYC 3053 Qualitative Research in Psychology*.

Approved by the SCC.

2. Department of Anthropology

Request to change an existing course title and course Calendar description: *ANTH 2033 Aboriginal Experiences in Cities*. New course title: *ANTH 2033 Area Ethnography: Indigenous Lifeways in Canada* [short title: *Indigenous Lifeways in Canada*]. These changes will reflect the wider scope of inquiry this course will engage in and allow for removal of the prerequisite.

Approved by the SCC.

3. Department of English Language and Literature

- a) Request to modify the course Calendar description for *ENGL 2583: Women Writers I*. The new course Calendar description will reflect the revised course objective, which is based on an investigation of women’s writing in English before 1800.
- b) Request to modify the course Calendar description for *ENGL 2593: Women Writers II*. The new course Calendar description will reflect the revised course objective, which is based on an investigation of women’s writing in English after 1800.

Approved by the SCC.

4. Department of Digital Journalism and New Media Communications

Request to have *ENGL-2783. Literary Nonfiction: The Art of Fact* cross-listed as a Journalism course.

Approved by the SCC.

5. Department of History

Request to change an existing course title and course Calendar description: *HIST-3263. European Social Policy in Comparative Perspective*. New course title: *HIST-3263: Helping the poor and unlucky: social policies in Europe and North America* [short title: *Social Policies*]. These changes will allow for a more accurate description of the course content.

Approved by the SCC.

B. Items That Require Senate Approval (with motions)

1. Department of Psychology ([documentation pp. 5-11](#))

New course proposal: *PSYC 3053 Qualitative Research in Psychology*.

MOTION: That *PSYC 3053* be approved.

2. Department of English Language and Literature ([documentation pp. 12-15](#))

Request to Change the Requirements for the Honours in English with a Concentration in Creative Writing

MOTION: That the proposed changes to the requirements for the Honours in English with a Concentration in Creative Writing be approved.

II. **DOCUMENTATION** (pp. 5-15)

1. **Department of Psychology**

New Course Proposal: *PSYC 3053 Qualitative Research in Psychology.*

The following new course proposal was submitted by the Curriculum Committee of the Department of Psychology:

1. Type of proposal: Regular offering

2. Course name and proposed number: PSYC 3053 Qualitative Research in Psychology.

Please note: There is currently a course numbered “**3043** Qualitative Research Methods.” This is a cross listed course housed in gerontology, previously taught by Dr. van den Hoonaard and currently taught by Linda Caissie. While cross-listed, the course tends strongly toward gerontological and sociological models of qualitative research. I propose to discontinue this cross listing and teach our own course in qualitative methods in a way that is rooted in the methods used by psychologists.

3. Calendar description: This course is intended for students wishing to do a qualitative honours thesis in their senior year, as well as those interested in exploring qualitative approaches to research in psychology. We will begin with a brief exploration of the theoretical underpinnings of qualitative work, contrasting these to the assumptions supporting quantitative methods. Students will have hands-on training in asking research questions, developing interview guides, conducting research interviews, and analysis according to three traditions: thematic analysis, grounded theory and discourse analysis.

4. Theme or Category Grouping: Fundamentals division.

5. Impact on Program Requirements: This course will not be a requirement.

6. Cross-listing: No cross listing requested

7. Rationale for the course: This course will be an elective. The purpose of the course is to train future honours students and those wishing to deepen their understandings of qualitative research in psychology. This course will replace the cross-listed course PSYC-3043 Qualitative Research Methods (RELG 3053, GERO 3053) which is currently housed in Gerontology, but cross listed as a psychology course. The proposed course would be rooted in psychological approaches to qualitative methods.

8. Instructor’s name: Michelle Lafrance will teach this proposed course. There are no other staffing implications.

9. Course description: Please see syllabus appended.

10. Evaluation system: Please see syllabus appended.

11. Possible course texts and other materials: Please see syllabus appended.

12. Bibliography: Students will be required to purchase the text by Braune & Clarke and will be provided with an additional set of readings.

In addition, the Harriet Irving Library has an extensive holding in materials relevant to this course, including the key journals *Qualitative Psychology*, *Qualitative Health Research*, *Health*, and *Feminism & Psychology*.

**Syllabus for PSYC 3053
Qualitative Research in Psychology
St. Thomas University**

Instructor: Dr. Michelle Lafrance

Office: EC304

E-Mail: lafrance@stu.ca

Telephone: 452-0439

Office Hours: TBA

Course Description: This course is intended for students wishing to do a qualitative honours thesis in their senior year, as well as those interested in exploring qualitative approaches to research in psychology. We will begin with a brief exploration of the theoretical underpinnings of qualitative work, contrasting these to the assumptions supporting quantitative methods. Students will have hands-on training in asking research questions, developing interview guides, conducting research interviews, and analysis according to three traditions: thematic analysis, grounded theory and discourse analysis.

Required Readings:

Main text:

Braun, V. & Clarke, V. (2014). *Successful qualitative research: A practical guide for beginners*. London: Sage.

Additional readings (in order of presentation):

Kidder, L.H. & Fine, M. (1997). *Qualitative inquiry in psychology: A radical tradition*. In D. Fox & I. Prilleltensky (Eds.), *Critical Psychology: An introduction*. London: Sage.

Chase, S. E. (2003). *Learning to listen: Narrative principles in a qualitative research methods course*. In R. Josselson, A. Lieblich, & McAdams, D. P. (Eds.), *Up close and personal: The teaching and learning of narrative research. The narrative study of lives* (pp. 79-99). Washington, DC, American Psychological Association.

Anderson, K., & Jack, D.C. (1991). *Learning to listen: Interview techniques and analyses* In S. B. Gluck & D. Patai (Eds.), *Women's words: The feminist practice of oral history* (pp. 11-26). New York: Routledge.

Strauss & Corbin (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. London: Sage. (Chapter 1)

Charmaz, K. (1995). *Grounded theory*. In J.A. Smith, R Harre, L VanLangenhove (Eds.), *Rethinking methods in psychology* (pp 27-49). London: Sage.

Merritt-Gray, M, & Wuest, J. (1994). Counteracting abuse and breaking free: The process of leaving revealed through women’s voices. *Health Care for Women International*, 16: 399-412.

Wood, L.A., & Kroger, R.O. (2000). *Doing discourse analysis: Methods for studying action in talk and text*. London: Sage. (Chapters 7 and 8)

Additional readings may be distributed in class. In the event that you should miss a class, you are responsible to ensure that you have all course materials.

Evaluation

The bulk of student grades will be based on a research portfolio that they compile and submit in pieces over the course of the semester.

Portfolio assignments (see below): 90%

Attendance and participation: 10%

Week	Topic	Required Readings
1 & 2	<p>What is qualitative research: Assumptions and approaches Asking research questions</p> <p><u>Portfolio assignments (5%):</u></p> <ul style="list-style-type: none"> a) Reflect on the differing assumptions underpinning quantitative and qualitative methods. Explain these and articulate any questions you may have about these. b) Develop 3 research questions that call for qualitative methods. 	Chapters 1 & 2 Kidder & Fine (1997)
3	<p>Recruitment and ethical considerations</p> <p><u>Portfolio assignments (5%):</u></p> <ul style="list-style-type: none"> a) Select one of the research questions you developed in week 2. Describe who research participants would be and explain how you would recruit them. Include any recruitment materials (e.g., flyers) you would use in Appendices. b) Discuss the ethical considerations at play in this research and how you will address them. 	Chapter 3
4	<p>Planning the research: Interview guides, recruitment & ethics</p> <p><u>Portfolio assignments (5%):</u></p> <ul style="list-style-type: none"> a) Develop an interview guide for our class project. Simulate the interview with a friend to get feedback on the questions. Reflect on the questions and revise as required. 	Chapter 4
5	<p>Conducting interviews</p> <p><u>Portfolio assignments:</u></p>	Chase (2003) Anderson & Jack (1991)

	<p>a) Conduct one audio-recorded interview using the interview schedule generated in class. Present a general reflection on the interview. What went well? What went wrong? Which questions were most/least useful and why? How would you conduct the interview differently next time?</p> <p>b) If required, redo the interview (if you chose to do this, reflect on why you did and how you conducted the interview differently).</p>	
6 &7	<p>Transcription</p> <p><u>Portfolio assignments (20%):</u> Transcribe the interview verbatim and present this text in the first of two columns in a word document. In the second column, present detailed reflection on what happened in the interview including what worked and what went wrong. In instances in which you point out problems, propose ways you could avoid these problems in the future (e.g., how could you ask the question differently?)</p>	Chapter 7
8	<p>Introduction to analysis & initial coding</p> <p><u>Portfolio assignments:</u> Conduct initial coding with the transcripts. Reflect on the coding process and ask any questions that may be arising.</p>	Chapter 8 & 9
9	<p>Thematic Analysis</p> <p><u>Portfolio assignments (25%):</u> Develop a thematic analysis and present the findings in a 5 page paper. Use headings and analyze quotes to articulate the emergent themes.</p>	10, 11
10	<p>Grounded theory Class 1: lecture on grounded theory Class 2: workshop on analysis</p>	Strauss & Corbin (1990) Charmaz (1995) Merritt-Gray & Wuest (1994)
11	<p>Discourse analysis Class 1: lecture on discourse analysis Class 2: workshop on analysis</p> <p><u>Portfolio Assignment (15%)</u> Develop a discourse analysis of one feature of the data. Present these findings in a 5 page paper.</p>	Wood & Kroger (2000)
12	<p><u>Final Portfolio Assignment (15%)</u> Putting it all together: Submit your completed portfolio documenting and reflecting on the research process. The last section of your portfolio will include a section on strengths and limitations of your research and directions for future research.</p>	

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Participation: Attendance and participation in every class is essential. Each student is expected to contribute to discussion at least once during each class and a grade will be assigned to each student for each day of class. Effective participation will involve regular contributions based on your detailed readings of the material, and thoughtful reflections on the class discussion.

Missed Tests/ Late Assignments:

Missed exams can only be made up with appropriate documentation of an illness or an event of a compassionate or religious nature. You must notify the instructor **before** the test if you will be absent. **Makeups will not be provided for unsubstantiated reasons.** Students who are unable to attend class or meet course requirements should notify the Registrar who will contact all of the students' professors.

Late assignments will be penalized at a rate of 5% per day overdue including weekends and holidays. You are responsible for keeping a backup copy of your paper. Computer problems will not be considered an acceptable reason for exemption.

Student Resources (All Services Free of Charge):

Writing Skills:

Excellent services are offered at STU to help students develop their writing skills and it is highly recommended that students take advantage of them. Please see Appendix A for more information on these services and explore their services online at writingcentre.stu.ca.

Counselling Services:

St. Thomas University Student Counselling (George Martin Hall 311). Appointments for individual counselling can be made by calling (506) 460-0300 or sending an email to counselling@st.ca.

UNB/STU Student Counselling Services: 453-4820 or email counsel@unb.ca. They provide personal and career counselling to both STU and UNB students.

Academic Misconduct:

Plagiarism is a serious offence and will be treated as such should this become a concern. Please refer to the university's academic calendar for a description of plagiarism and a description of the penalties should such an offense occur. If you are unsure if your work constitutes plagiarism, please see me **before** you submit it for grading. I will be happy to review your work at that time.

Note: Please read the Statement of Mutual Academic Expectations of Instructors and Students, in the University Calendar.

Grade Assignment in accordance with St Thomas University Calendar
(See University Calendar section on Grading System)

Grade & Short Definition	Grade /10	Detailed Definition
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A+ (Exceptionally) Excellent	9.5-10	Demonstrating an exceptional knowledge of subject matter, the literature, and concepts and/or techniques. In addition, it may include: outstanding powers of analysis, criticism, articulation, and demonstrated originality. A performance qualitatively better than that expected of a student who does the assignment or course well.
A Excellent	9	
A- (Nearly) Excellent	8.5	
B+ (Very) Good	8	Demonstrating considerable knowledge of subject matter, concepts, techniques, as well as considerable ability to analyse, criticize, and articulate; performance in an assignment or course which can be called "well done."
B Good	7.5	
B- (Fairly) Good	7	
C+ (Better than) Adequate	6.5	Demonstrating a reasonable understanding of the subject matter, concepts, and techniques; performance in an assignment or course which, while not particularly good, is adequate to satisfy general University requirements and to indicate that the student has learned something useful.
C Adequate	6	
C- (Barely) Adequate	5.5	
D Minimally Acceptable	5	Marginal performance, demonstrating a low level of understanding and ability in an assignment or course; less than adequate to satisfy general University requirements, but sufficient to earn a credit.
F Unacceptable	Below 5	Wholly below University requirements.

Appendix:
ACADEMIC SUPPORT FOR STUDENTS at STU

Writing Support

The Writing Centre offers free one-on-one assistance to students at all stages of the writing process, from planning an essay to polishing a final draft.

Students are eligible for up to two 50-minute appointments per week, availability permitting. Students book appointments online at <http://writingcentre.stu.ca>.

During appointments, students will meet with staff who are experienced in university-level writing. Since our goal is to help students improve their own writing, staff are not permitted to make direct changes to students' papers, or to influence the ideas. Instead, writing tutors carefully read students' writing, ask them questions about their intentions, and advise them on how best to improve their essay structure, use of sources, grammar, etc.

Students who need additional help understanding course content should contact a peer tutor (see below). Please note that the Writing Centre does **not** assist with take-home exams or with

assignments for ESL courses.

Peer Tutoring

STU students can receive up to 2 hours of free peer tutoring per week in any subject. Peer tutors are successful upper-level undergraduate tutors who are either honouring or majoring in the subject they tutor for.

The Peer Tutor Contact List will be posted to the STU website in late September (stu.ca/peertutors). This list will identify the tutors assigned to each subject along with their email addresses. Students who need a tutor should consult this list and contact a peer tutor directly to set up an appointment. Because peer tutors are students too, they may be very busy during certain weeks of the semester; for this reason, students should not wait until the last minute to seek help.

Possible tutoring activities include

- reviewing class readings and concepts
- helping a student review and organize his/her notes
- completing not-for-credit practice exercises.

In order to ensure that a student's work reflects his/her own knowledge and abilities, peer tutors are not permitted to help students complete graded assignments, nor are they qualified to edit or proofread student essays. Students who need help with written assignments will be directed to the Writing Centre.

If the tutoring needs for a particular course are not being met, please contact the Writing Centre Coordinator at writingcentre@stu.ca or 452-0480.

2. Department of English Language and Literature

The following request to change the requirements for the Honours in English with a Concentration in Creative Writing was submitted by the Chair of the Department of English Language and Literature.

1. Description of Present Requirements for the Honours in English with a Concentration in Creative Writing

In 2012, Senate approved the Department of English Language and Literature's proposal for an Honours in English with a Concentration in Creative Writing, which was implemented in September 2013.

The Honours in English with a Concentration in Creative Writing currently requires the following:

Students must take 60ch of courses in English, 30ch of which are at the advanced level (3xxx, 4xxx).

18ch must be in Creative Writing courses and include ENGL 4196: Honours Thesis in Creative Writing.

Existing English course and thesis requirements:

1016 English Literatures in History and Culture

2013 Research Methods in English

2803 Contemporary Theory I: Language and Literature

4196 Honours Thesis in Creative Writing

12ch in pre-1800 literature

12ch in post-1800 literature

6ch Canadian or American literature

6ch English Language

6ch Honours Seminar

Additional 12ch Creative Writing courses (+ 4196 = total 18ch in Creative Writing)

Electives to complete the required 60ch in English.

Note that presently, Honours CW students take one honours seminar and ENGL 4196: Honours Thesis in Creative Writing. Honours students in the general stream (not in the Creative Writing or Drama Concentration) take two Honours seminars, one in third year and the other in fourth year. However, exceptional students in the non-Creative Writing stream have the option of doing a thesis in lieu of one of the Honours seminars.

2. Requested Requirement Changes to Honours in English with a Concentration in Creative Writing:

The Department of English proposes that ENGL 4196: Creative Writing Thesis no longer be required. Instead, students completing Honours in English with a Concentration in Creative Writing will be required to take the requirements listed above, with the following changes:

- ENGL 4153: Senior Project in Creative Writing (currently required for the Major with a

Concentration in Creative Writing), and

- two six credit hour honours seminars.

Proposed English course requirements without the thesis:

1016 English Literatures in History and Culture

2013 Research Methods in English

2803 Contemporary Theory I: Language and Literature

4153 Senior Project in Creative Writing

12ch in pre-1800 literature

12ch in post-1800 literature

6ch Canadian or American literature

6ch English Language

12ch Honours Seminar

Additional 12ch Creative Writing courses (12ch + 4153 = total 15ch in Creative Writing)

Electives to complete the required 60ch in English.

3. Rationale for the requirements changes to the Honours in English with a Concentration in Creative Writing

At the inception of the Creative Writing concentration, Dr. Kathleen McConnell, the Department's Creative Writing advisor, anticipated that only one or two Honours students annually would opt for the Creative Writing stream. However, annually more and more students are choosing that option – so many, in fact, that the vitality of the general Honours stream is potentially diminished by removing seven or eight students from the Honours seminars. The reduced enrollment in senior 4xx6 Seminars means that the Department may not be able to justify offering two Honours seminars annually. Thus the “specialty” Concentration in Creative Writing is sapping resources from the MPHEC-approved general Honours program.

Furthermore, full-time English faculty soon will be unable to meet the demands for honours thesis supervision from such a large number of creative writing thesis students.

4. Impact of the proposed changes on allocation, staffing, and students

Two honours seminars (6ch each) and ENGL 4153 are already offered annually in the English Department, so the proposed changes will not impact allocation or staffing of courses. It will ease the burden of thesis supervision among full-time professors.

This change has the effect of reducing the number of credit hours of creative writing courses required in the Honours English with a Concentration in Creative Writing from 18 to 15.

Adding the second honours seminar increases the total number of requirements in English courses by three credit hours. Since many English courses fulfill multiple requirements for the Honours program, students should not experience difficulty in fulfilling the English or Creative Writing course requirements.

The department will maintain the course number and designation, ENGL 4196: Creative Writing Honours Thesis, since exceptional students in the general Honours programme currently have the option, on application, of proposing to write a thesis in lieu of one 6ch Seminar, and this course number would keep that option open for exceptionally-qualified students in the Creative Writing Concentration. Students in the Creative Writing Concentration who propose to write a thesis and therefore enroll in 4196 would not receive credit for 4153: Senior Project in Creative Writing. Instead, 4196 would be accepted as fulfilling the 4153 requirement in these exceptional cases.

5. Implementation

We would like to implement this change to the Honours Creative Writing program as of September 2017.

Because of the inability to meet thesis supervisor demand, the Department of English requests that this change NOT be grandfathered. Note that the option to do ENGL 4196: Creative Writing Thesis remains for exceptional students.

6. Present *Calendar* description, p. 168 (the strikethrough lines indicate requirements to be deleted on approval of the present proposal and submission to the Senate and Registrar):

Honours in English with a Concentration in Creative Writing

Students must apply for entrance into the Honours program and meet with one of the Department's Honours Advisors before registering for their third year. Entrance is competitive and the number of spaces available is limited. Usually, students accepted to the Honours program have a GPA in English of 3.7 or higher.

Students must confer with the Department's Creative Writing Advisor before applying for Honours in English with a Concentration in Creative Writing.

To graduate with Honours in English with a Concentration in Creative Writing, a student must have fulfilled all of the requirements of the Honours in English, in addition to at least ~~18 credit hours in Creative Writing courses, including English 4196 Honours Thesis in Creative Writing.~~

Revised *Calendar* description, p. 168 (revised requirements in bold):

Honours in English with a Concentration in Creative Writing

Students must apply for entrance into the Honours program and meet with one of the Department's Honours Advisors before registering for their third year. Entrance is competitive and the number of spaces available is limited. Usually, students accepted to the Honours program have a GPA in English of 3.7 or higher.

Students must confer with the Department's Creative Writing Advisor before applying for Honours in English with a Concentration in Creative Writing.

To graduate with Honours in English with a Concentration in Creative Writing, a student

must have fulfilled all of the requirements of the Honours in English, in addition to at least **15 credit hours in Creative Writing courses, including ENGL 4153: Senior Project in Creative Writing.**

--end of *Calendar copy*--

Note that the thesis option in Honours English is not currently printed in the University *Calendar* except in the description of requirements for the Honours with a Concentration in Creative Writing, where it appears as ENGL 4196. The Honours with a Concentration in Creative Writing description, as proposed, makes no mention of the thesis option. The proposed revised *Calendar* description of the Honours with a Concentration in Creative Writing is therefore consistent with the Honours in English description.

The English Department *Handbook*, published annually before registration, outlines the procedure for applying to write an Honours Thesis, with the course number ENGL 4996. For students taking the Honours with a Concentration in Creative Writing, the Thesis course registration number would be ENGL 4196, and completing the Thesis option would replace one 6ch Honours Seminar, as it does for Honours students not in the Concentration.

The current proposal is that a student enrolled in Honours with a Concentration in Creative Writing, like any Honours English student, may apply to write a thesis in lieu of one 6ch Honours Seminar, in which case, the student concentrating in Creative Writing would not receive credit for 4153 Senior Project in Creative Writing, but would exceed the minimum requirement of 15ch in Creative Writing courses because the ENGL 4196 Thesis course would bring their total Creative Writing courses to 18ch of the total 60ch required for Honours in English. Both the student opting for the Thesis and the student not opting for the Thesis would be required to take a minimum of 15ch in ENGL Creative Writing courses.