



School of Marketing & International Business

**IBUS 411 SPECIAL TOPIC: QUALITATIVE RESEARCH
METHODS**

Trimester One 2008

COURSE OUTLINE

Contact Details

Lecturers:

Associate Professor Val Lindsay (Course Coordinator)
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Office hours: Tuesdays 10-11am and 15.30-16.30, and by appointment

Lectures: Wednesday 1440 - 1730 RH G02 and RLWY 402 (All lectures commence in RH G02)

Final examination period: 5th – 25th June, 2008

Course Objectives

IBUS 411 is designed to develop students' competencies in qualitative research methods in International Business. Successful students will gain knowledge of the principles underlying qualitative research methods, and skills in applying qualitative research analysis techniques.

The specific course objectives for students enrolled in IBUS 411 are:

- (1) Demonstrate *knowledge and understanding* of the important concepts and methods outlined in lectures and the practical sessions.
- (2) Demonstrate an ability to *analyse* a range of issues surrounding the use of qualitative research methods in international business.
- (3) *Utilise* methods for analysing qualitative data, generate concepts and solutions, and construct sound recommendations for researchers and practicing managers. Lectures will provide insight into how to develop these analytical skills, whilst the practical sessions will provide opportunities to practice and demonstrate competence in these areas.
- (4) Demonstrate an ability to *evaluate and synthesise* complex theoretical information and present the findings of this in meaningful ways. Evaluative skills entail an ability to judge the potential effectiveness or relevance of particular information in different contexts, and to propose alternative interpretations and understandings. Skills in the area of synthesis demand that the student can develop new theoretical concepts, propositions or logical hypotheses based on knowledge, understanding, and analysis of theoretical content obtained within the course.

Course Structure

This course is student-centred. The three hours per week are typically divided into two parts. The first part will generally be devoted to a discussion of the topic and critique of the readings assigned for that week. For most weeks, student(s) will lead this discussion in the form of an interactive seminar. The second part will be a practical session on the use of NVivo. This will take place in the computer lab, RLWY 402.

Course Content

A detailed schedule of readings by topic is included under the section entitled *Detailed Course Schedule*.

Required course textbook:

The required textbook for this paper is:

Bazeley, P. (2007). *Qualitative Data Analysis with NVivo*. London: Sage Publications.

Required readings

In addition to the textbook, required readings are distributed during the course. These readings will be distributed prior to the material being covered in class. If you are unable to collect the readings in class, they may be collected from the course coordinator during office hours, or from the School Reception (RH1121).

Generally, there will be three prescribed readings each week. These readings should be considered as the starting point for wider reading from scholarly journals in preparation for seminars and the literature review. Students are thus encouraged to make use of the library databases, books and periodicals, as well as web resources to obtain further reading material relevant to this course. Some key journals in the International Business discipline are listed below. Increasingly, many of the top journals now publish qualitative research.

Academy of Management Journal
Academy of Management Perspectives
Academy of Management Review
Asia Pacific Journal of Management
Business Horizons
California Management Review
Harvard Business Review
International Business Review
International Journal of Human Resource Management
International Studies of Management & Organization
Journal of International Business Studies
Journal of International Management
Journal of Management & Organization
Journal of World Business
Management International Review
McKinsey Quarterly
Organization Science
Strategic Management Journal
Thunderbird International Business Review

Specific Qualitative references

Books:

Corbin, Juliet M. & A. Strauss. 2008. *Basics of qualitative research : techniques and procedures for developing grounded theory*. 3rd Ed. Thousand Oaks, Calif.: Sage Publications.

Denzin, Norman K. & Lincoln, Yvonna S. (Eds.) 2005. *The Sage handbook of qualitative research* . 3rd Ed. Thousand Oaks, Calif.: Sage Publications.

Denzin, Norman K. & Lincoln, Yvonna S. (Eds.) 2008. *The landscape of qualitative research*. 3rd Ed. Thousand Oaks, Calif.: Sage Publications.

Grbich, Carol. 2007. *Qualitative data analysis : an introduction*. Thousand Oaks, Calif.: Sage Publications

Higgs. Joy. (Ed.) 2007. *Being critical and creative in qualitative research*. Sydney: Hampden Press.

Marschan-Piekkari, Rebecca & Welch, Catherine. (Eds.) 2004. *Handbook of Qualitative Research Methods for International Business*. Cheltenham, UK: Edward Elgar.

Richards, Lyn. 2005. *Handling qualitative data: a practical guide*. London: Sage Publications

Silverman, David. 2005. *Doing qualitative research: a practical handbook*. 2nd Ed. London: Sage Publications.

Silverman, David. 2006. *Interpreting qualitative data : methods for analysing talk, text and interaction*. 3rd Ed. Thousand Oaks, Calif.: Sage Publications.

Journals:

Qualitative Research Methods
Qualitative Market Research
Qualitative Health Research
Qualitative Inquiry

Preparing for the Each Session

Please note particular requirements for preparation noted on the course outline. In preparation for discussion of the readings, you need to read each of the assigned readings. You should critique each reading and trying to understand it in terms of:

- ◆ the key messages
- ◆ the main theories/concepts and underlying literature that are used
- ◆ the research approach applied
- ◆ the strengths and weaknesses of the article
- ◆ the research gaps that are signalled – either explicitly or implicitly.

You should also be prepared to comment on the group of papers as a whole, recognising any patterns or themes, contrasts etc that may be apparent.

Materials and Equipment

No additional equipment will be required for this course. No additional materials will be permitted during the final examination.

Mandatory Course Requirements

All students are expected to hand in all assignments, obtain an overall mark of at least 50%, and a mark of 50% on the final examination to pass this course.

Expected Workload

In addition to classroom hours (lectures and tutorials) you should expect to spend about 15 hours per week in reading, tutorial preparation, assignments and thinking about the course material.

Assessment Requirements

The course will be assessed on the basis of 60% coursework and 40% final examination. The individual assessment weightings are as follows:

Individual Annotated Bibliography	10%
Student-led discussion (pairs)	15%
Individual Coding Assignment	10 %

Individual NVivo Project	25%
Final Examination	40%
Total	100%

Individual Annotated Bibliography

Each student will prepare an annotated bibliography on ten articles. These may include those used for your student-led discussion session, and additional relevant articles to make up the ten. You may choose the additional articles on the basis of one of the authors of the provided articles, or on the basis of the subject area being covered. The annotated bibliography should contain the following:

- ◆ An introduction (one page) detailing the articles used, the basis on which the additional articles have been selected, the broad topic/research area/s covered by the articles, the major themes discussed or emerging from the articles (collectively) and the key research gaps/issues/questions that are evident from your overall synthesis of the articles.
- ◆ For each article:
 - Full reference details
 - An annotation of approximate 150-200 words long. This should concentrate on the article's strengths and weaknesses, a brief description of the research approach used (e.g. case studies, survey-based, experimental etc) and its contribution to the literature.

The annotated bibliography should be done using Endnote, which will be available on computers in the computer lab.

Student-led Discussion

Pairs of students will lead the discussion for a nominated session. This will entail working with the class to summarise the assigned readings, and review the topic as a whole. The discussion session should last no more than 40 mins.

Individual Coding Assignment

Students are required to undertake a manual coding exercise on a nominated journal article, and be prepared to show and discuss the results of their coding in the class.

Individual NVivo Project

Students are required to undertake a project that will span the length of the course, using NVivo. The project will be a review of the literature on a chosen topic. This may contribute to a literature review that is required for another Honours course, if the student wishes. Students will receive guidance on this assignment during the course. Details of the required outputs of this assignment will be provided in class.

Penalties

Late submissions of assignments will not be accepted. Exceptions will be made only for special circumstances (bereavement, illness, etc.) where documentation is provided.

Any student caught cheating on an assignment or examination may receive an automatic mark of zero (0) and/or disciplinary actions may be taken under the Statute on Student Conduct. This

includes plagiarism. You are strongly advised to consult the final sections of this course outline and the Victoria University policy on plagiarism. Plagiarised group work will result in penalties for all group members, thus be sure to cite all of your references. It's not worth the risk!

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building on the ground floor (EA005). This counter is the first point of contact for :

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Notice of Turnitin Use

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an on-line plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. *At the discretion of the School, handwritten work may be copy typed by the School and subject to checking by Turnitin.* You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to <http://www.victoria.ac.nz/home/about/policy/default.aspx>

For information on the following topics, go to the Faculty's website www.victoria.ac.nz/fca under Important Information for Students:

- Academic Grievances
- Academic Integrity and Plagiarism
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

Manaaki Pihipihinga Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email manaaki-pihipihinga-programme@vuw.ac.nz or phone (04) 463 6015. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.

Note on Referencing

All of your references must follow the referencing format of the *Journal of International Business Studies*. See: <http://www.jibs.net/> ('Instructions for Authors'). Please also consult articles within the Journal for additional examples.

Journal Articles:

Cosset, J. and Suret, J. (1995) 'Political risk and benefits of international portfolio diversification', *Journal of International Business Studies*, 26 (2): 301-318.

Books:

Donahoe, J.D. (1989) *The Privatization Decision*, Basic Books: New York.

Papers:

Harley, N.H (1981) 'Radon Risk Models', in A.R. Knight and B.Harrad (eds.) *Indoor Air and Human Health*, Proceedings of the Seventh Life Sciences Symposium; 29-31 October 1981; Knoxville, USA. Elsevier: Amsterdam, pp. 69-78.

Chapters in Edited Books:

Teece, D.J. (1987) 'Capturing Value from Technological Innovation: Integration, Strategic Partnering and Licensing Decisions', in R.B. Guile and H. Brooks (eds.) *Technology and global industry: Companies and Nations in the World Economy*, National Academy Press: Washington DC, pp.19-38.

Dissertations:

Salk, J.E. (1992) 'Shared Management Joint Ventures: Their Developmental Patterns, Challenges and Possibilities' Unpublished Ph.D Dissertation, Sloan School of Management, Massachusetts Institute of Technology, Cambridge, MA.

Online documents:

Van de Vliert, E. (2002) 'Thermoclimate, Culture, and Poverty as Country-level Roots of Workers' Wages', [www document] <http://www.jibs.net> (accessed 13 January 2003).

Online journal articles:

Van de Vliert, E. (2002) 'Thermoclimate, Culture, and Poverty as Country-level Roots of Workers' Wages', *Journal of International Business Studies*, doi:10.1057/palgrave.jibs.8400007

Any reference you use in writing your papers must be cited. References within the text should be cited using the name and date format. Multiple references are separated by a semicolon (;).

For example:

Perhaps one of the most informative dimensions of culture is the individualism-collectivism (I/C) dimension (Hofstede, 1984; Maznevski, DiStefano, Gomez, Noorderhaven, & Wu, 2002; Triandis, 2004).

Quoted citations must include the page number. For example:

Hofstede (2001, p. 209) defines individualism as 'the relationship between the individual and the collectivity that prevails in a given society'.

Course Schedule, 2008 (see detailed outline, with readings, below)

Week	Date/ Time	Topic	Practical Session	Assignments due
1	Wed, 27 Feb 14:40-17:30	Introduction and Course Overview	Using ProQuest and Saving Files for NVivo	
2	Wed, 5 Mar 14:40-17:30	Theory and Philosophy of Research; Qualitative Research	Basics on Coding and NVivo Introduction	
3	Wed, 12 Mar 14:40-17:30	<i>Practical Session:</i> Review of manual coding exercise	Nodes and Coding	Manual coding exercise
4	Wed, 19 Mar 14:40-17:30	Interviews and Case Study Research	Browsing Data and Creating Links	
5	Wed, 26 Mar 14:40-17:30	The Process of Qualitative Data Analysis	Attributes	
6	Wed, 2 Apr 14:40-17:30	Preliminary Data Analysis	Document Reports; Memos and Other Links	
7	Wed, 9 Apr 14:40-17:30	<i>Practical Session:</i> Within-case Analysis	Working with Sets; Own assignment work	
14 – 27 Apr Mid-Trimester Break				
8	Wed, 30 Apr 14:40-17:30	Cross-case Analysis	The Searching Tool; Creating Models	
9	Wed, 7 May 14:40-17:30	Matrices and Model-building; Report-writing	Review of NVivo practical work; Troubleshooting Clinic	
10	Wed, 14 May 14:40-17:30	The Future of Qualitative Research in IB	Review of NVivo practical work; Troubleshooting Clinic	
11	Wed, 21 May 14:40-17:30	Individual Presentations	Individual Presentations	NVivo Project Report; Presentations
12	Wed, 28 May 14:40-17:30	Overview of Course; Review for Final Exam	Overview of Course; Review for Final Exam	

NB Times for Individual coding assignment, Student-led discussion sessions, and individual annotated bibliographies will be allocated in Week 1 of the course.

Detailed Course Content and Session Outline

READINGS	PART 1 – LECTURE ROOM	PART 2 – COMPUTER LAB	NVIVO BOOK CH	PREPARATION FOR FOLLOWING WEEK
Week 1: Introduction to the Course				
	<ul style="list-style-type: none"> • Course Outline overview • Qualitative Research overview <ul style="list-style-type: none"> -Applications • The practical component of the course • NVivo – basic concepts • The major project (literature review) 	<ul style="list-style-type: none"> • Using ProQuest and other databases • Finding relevant articles • Saving files for NVivo 	Ch 1	<ul style="list-style-type: none"> • Decide on literature review topic; • Select at least 3 journal articles and save in Word/ Txt file format in folder
Week 2: Theory and Philosophy of Research; Qualitative Research				
<p>Van Maanen, J. V., Sorensen, J. B., & Mitchell, T. R. (2007). The Interplay Between Theory And Method. <i>Academy of Management Review</i>, 32(4): 1145-154.</p> <p>Edmondson, A. C. and McManus, S. E. (2007) Methodological Fit in Management Field Research, <i>Academy of Management Review</i>, 32 (4): 1155-1179</p> <p>Denzin N. K. and Lincoln, Y. S. (2005), The Discipline and Practice of</p>	<ul style="list-style-type: none"> • Review of articles and class discussion (Student leader/s:) 	<ul style="list-style-type: none"> • Brief overview of qualitative approach • Basics on coding <ul style="list-style-type: none"> - Manual coding exercise • NVivo Introduction <p>Tutorial 1 <i>Activities 1:</i> Getting Familiar With the Project's Parts</p> <p><i>Activity 2</i> pt 1: Importing Documents</p>	Ch 2	<ul style="list-style-type: none"> • Manually code Manderson, Bennett, Andajani-Sutjahjo article from next week's readings

<p>Qualitative Research, in <i>The Sage Handbook of Qualitative Research</i>, N. K. Denzin and Y. S. Lincoln (eds), 3rd ed, Thousand Oaks, Calif: Sage Publications: 1-32.</p>				
Week 3: Practical Session				
<p>Stake, R. E. (2007), Qualitative Case Studies, in <i>The Sage Handbook of Qualitative Research</i>, N. K. Denzin and Y. S. Lincoln (eds), 3rd ed, Thousand Oaks, Calif: Sage Publications: 443-466.</p> <p>Manderson, L., Bennett, E., & Andajani-Sutjahjo, S. (2006). The Social Dynamics of the Interview: Age, Class, and Gender. <i>Qualitative Health Research</i>, 16(10), 1317-.</p>	<ul style="list-style-type: none"> • Review of coding of Bennett & Andajani-Sutjahjo article • Review of all articles and class discussion (Student leader/s:) 	<p>Tutorial 1: Activity 2 pt 2: Browsing Documents;</p> <p>Activity 3: Creating Nodes</p> <p>Activity 4: Creating Nodes as You Code</p> <p>Activity 5: Creating Nodes and Coding Automatically With Section Coding</p>	Ch 3	<ul style="list-style-type: none"> • Work on Assignment
Week 4: Interviews and Case Study Research				
<p>Eisenhardt, K. M. and Graebner, M. E. (2007), Theory Building from cases: Opportunities and Challenges, <i>Academy of Management Journal</i>, 50 (1): 25-32</p> <p>Eisenhardt, K. M. (1989). Building Theories From Case Study Research. <i>Academy of Management Review</i>, 14(4), 532.</p>	<ul style="list-style-type: none"> • Review of articles from Wk 3 and 4 and class discussion (Student leader/s:) 	<p>Tutorial 1: Activity 6: Browsing and Viewing the Data Coded at a Node</p> <p>Activity 7: Creating and Accessing Links</p>	Ch 4	<ul style="list-style-type: none"> • Work on Assignment

Boutain, D. M., & Hitti, J. (2006). Orienting Multiple Interviewers: The Use of an Interview Orientation and Standardized Interview. <i>Qualitative Health Research, 16</i> (9), 1302.				
Week 5: The Process of Qualitative Data Analysis				
<p>Auld, G. W., Diker, A., Bock, M. A., Boushey, C. J., & et al. (2007). Development of a Decision Tree to Determine Appropriateness of NVivo in Analyzing Qualitative Data Sets. <i>Journal of Nutrition Education and Behavior, 39</i>(1), 37.</p> <p>Lieberman, E. S. (2005). Nested Analysis as a Mixed-Method Strategy for Comparative Research. <i>The American Political Science Review, 99</i>(3), 435.</p> <p>Colucci, E. (2007). "Focus Groups Can Be Fun": The Use of Activity-Oriented Questions in Focus Group Discussions. <i>Qualitative Health Research, 17</i>(10), 1422.</p>	<ul style="list-style-type: none"> Review of articles and class discussion (Student leader/s:) 	<p>Tutorial 1: Activity 8: Storing Information in Attributes</p>	Ch 5	<ul style="list-style-type: none"> Work on Assignment
Week 6: Preliminary Data Analysis				
<p>Flyvbjerg, B. (2006). Five Misunderstandings About Case-Study Research. <i>Qualitative Inquiry, 12</i>(2), 219.</p> <p>Li, S., & Seale, C. (2007). Learning to</p>	<ul style="list-style-type: none"> Review of articles and class discussion (Student leader/s:) 	<p>Tutorial 2: Activity 1: Exploring the Project's Progress</p> <p>Activity 2: Making a Document Report and Profile</p>	Ch 6	<ul style="list-style-type: none"> Work on Assignment

<p>Do Qualitative Data Analysis: An Observational Study of Doctoral Work. <i>Qualitative Health Research</i>, 17(10), 1442.</p> <p>Morse, J. M. (2008). Styles of Collaboration in Qualitative Inquiry. <i>Qualitative Health Research</i>, 18(1), 3.</p>		<p>Activity 3: Making Links – To Memos, External Files and Web Pages</p>		
<p>Week 7: Within-case Analysis (Practical Session)</p>				
<p>Crouch, M., & McKenzie, H. (2006). The logic of small samples in interview-based qualitative research. <i>Social Science Information</i>, 45(4), 483.</p> <p>Siggelkow, N. (2007). Persuasion With Case Studies. <i>Academy of Management Journal</i>, 50(1), 20.</p> <p>Sandberg, J. (2005). How Do We Justify Knowledge Produced Within Interpretive Approaches? <i>Organizational Research Methods</i>, 8(1), 41.</p>	<ul style="list-style-type: none"> • Practical: review of within-case and cross-case analysis (themes and pattern-matching) 	<p>Tutorial 2: Activity 4: Creating and Investigating Sets</p> <p>Own work on NVivo assignment</p>	Ch 7	<ul style="list-style-type: none"> • Work on Assignment
<p>Week 8: Cross-Case Analysis</p>				
<p>Palakshappa, N., & Gordon, M. E. (2006). Using a multi-method qualitative approach to examine collaborative relationships. <i>Qualitative Market Research</i>, 9(4), 389.</p> <p>Brekhus, W. H., Galliher, J. F., & Gubrium, J. F. (2005). The Need for</p>	<ul style="list-style-type: none"> • Review of articles and class discussion (Student leader/s:) 	<p>Tutorial 2: Activity 5: Using the Search Tool</p> <p>Activity 6: Models</p>	Ch 8	<ul style="list-style-type: none"> • Work on Assignment

Thin Description. <i>Qualitative Inquiry</i> , 11(6), 861.				
Thomson, R. (2007). The Qualitative Longitudinal Case History: Practical, Methodological and Ethical Reflections. <i>Social Policy and Society</i> , 6(4), 571.				
Week 9: Matrices and Model-building / Report Writing				
Dowling and Welch (1991) Strategic Adaptation Processes in International Human Resource Management, <i>Human Resource Planning</i> 14 (1): 61-69 Bennett, A., & Elman, C. (2006). Complex Causal Relations and Case Study Methods: The Example of Path Dependence. <i>Political Analysis</i> , 14(3), 250. Lindsay, V. J. (2004). Computer-assisted Qualitative Data Analysis: Application in an Export Study. In Rebecca. Marschan-Piekkari and C. Welch (Ed.), <i>Handbook of Qualitative Research Methods for International Business</i> (pp. 507-528). Cheltenham, UK: Edward Elgar.	<ul style="list-style-type: none"> • Review of articles and class discussion (Student leader/s:) • Displaying your data analysis results 	<ul style="list-style-type: none"> • Review of NVivo practicals and troubleshooting clinic 		<ul style="list-style-type: none"> • Work on Assignment
Week 10: The Future of Qualitative Research in IB				
Cassell, C., & Symon, G. (2006).	<ul style="list-style-type: none"> • Review of articles and class 	Review of NVivo practicals		Work on Assignment

<p>Taking qualitative methods in organization and management research seriously. <i>Qualitative Research in Organizations and Management</i>, 1(1), 4.</p> <p>Birkenshaw, J. (2004). Publishing Qualitative Research in International Business. In Rebecca. Marschan-Piekkari and C. Welch (Ed.), <i>Handbook of Qualitative Research Methods for International Business</i> (pp. 570-584). Cheltenham, UK: Edward Elgar.</p> <p>Morse, J. M. (2005). Evolving Trends in Qualitative Research: Advanced in Mixed-Method Design. <i>Qualitative Health Research</i>, 15(5), 583.</p>	<p>discussion (Student leader/s:)</p>	<p>and troubleshooting clinic</p>		<p>and Presentation</p>
Week 11: Presentations				
	Individual presentations	Individual presentations		
Week 12: Overview & Revision				
	Course overview and revision	Course overview and revision		

