**Strategies for Teaching Science Students in a Social Science Writing Context**

Undergraduate Students’ ability to appreciate qualitative research is partly dependent on their instructor’s ability to develop habits of mind that encourage them to view qualitative approaches as valuable and a worthwhile enterprise. Moreover, the existing research on teaching qualitative research emphasizes that while graduate students are usually the recipients of instruction in qualitative research, the undergraduate student population can also benefit from the introduction to qualitative approaches as it will develop their critical thinking skills and serve them well in future research endeavors. Further, undergraduate students will learn more about qualitative research if instructors adopt pedagogical approaches that are experiential or involve real world experience with qualitative approachesThe research highlights instructional approaches that first year University students in a social science writing classroom found to be most effective for helping them understand the value of the qualitative research approach and developing their ability to think and act like qualitative researchers