



HIED 7510: Qualitative Research in Higher Education

Fall 2018 Course Syllabus

Mondays, 9:30am-12:20 pm, 305 Education Building

Section 5001, Course #77048

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Course Description¹

This course introduces the philosophical and epistemological foundations that guide qualitative inquiry², as well as a more basic overview of the methodologies and methods associated with qualitative research designs appropriate in higher education contexts. In addition to providing an overview of qualitative research methodologies, students in this course will have an opportunity to apply theories to practice by conducting a qualitative research project.

The readings, class discussions, and activities, both in-class and assigned, will prompt reflection on students' identities as researchers and an appreciation of the complexities involved in qualitative inquiry. Deep thinking about our worldviews will bring to light and expose the interconnections between methodological assumptions and the purposes and different elements of the research process, including topic selection, research questions, participant selection, relationships with participants, data collection and data analysis methods, validity criteria, and interpretive and representational decisions. The goals of the course are for students to learn criteria by which to evaluate contemporary qualitative research and to gain beginning³ knowledge and skills for designing and conducting qualitative inquiry.

Land Acknowledgement

We acknowledge that the land BGSU occupies was once that of the Erie, Kickapoo, and Shawnee people, who were forcibly displaced from their land by the U. S. government's Indian Removal Act. We recognize that our presence on this land is a consequence of colonialization, forced displacement, and genocide of these indigenous people. We begin to work toward restoration by raising awareness of the effects of colonization in the past and present, honoring the many indigenous peoples who have found their homes here, and working toward decolonization within and beyond our educational settings.

¹ This syllabus is based on one I first designed in 2010, based on materials shared by Dr. Susan Robb Jones at The Ohio State University as EPL 8895.32, *Designing qualitative research in higher education and student affairs contexts*. The course was significantly revised by Dr. Dafina Lazarus Stewart in 2014 and 2016; this 2018 version is modified from the 2016 version.

² Dubbed as "naturalistic inquiry" by the two foremost authorities in educational research [see Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage].

³ I strongly encourage you to enroll in another qualitative methods course to prepare you for conducting a qualitative dissertation.

Course Objectives

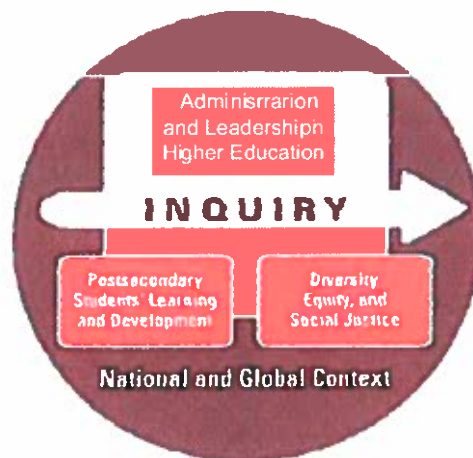
Understanding *involves intimacy and equality between self and object, while knowledge implies separation from the object and mastery over it.* (Belenky et al., 1996, *Women 's Ways of Knowing*, p. 101)

The primary objective and outcome of this course is to develop an *understanding* of qualitative inquiry.

Specific outcomes include

- To understand qualitative research methodologies and their philosophical foundations and associated methods
- To reflect critically and deeply about the influence of one's own positionality and standpoint in relation to qualitative methods (e.g., power differentials, researching within or outside one's own identities, framing questions and interpreting results)
- To think critically about the nature and purpose of qualitative research and one's perspective on what it means to inquire, as well as to develop skills to critique qualitative research studies
- To understand the strengths and limitations of various qualitative approaches and the connections between theoretical perspectives, methodologies, and methods
- To gain experience in developing research questions appropriate to a specific qualitative methodological approach in higher education contexts
- To become familiar with the literature and research related to qualitative inquiry in higher education contexts
- To practice skills used in qualitative research, including writing research questions, interviewing and observing, and analyzing data
- To consider applications of various approaches for writing up findings and applying criteria for assessing trustworthiness and goodness
- To explore issues involved in conducting qualitative inquiry such as ethics and politics, interpretation and representation, researcher reflexivity, and IRB procedures

Relationship to HIED Learning Outcomes



HIED General Learning Outcome	Primary and Secondary Outcomes Associated with this Course
Administration and Leadership in Higher Education Postsecondary Students' Learning and Development	<i>N/A</i>
Diversity, Equity, and Social Justice	Secondary: Evaluate and create socially justice policies and practices in higher education
Inquiry: Assessment, Evaluation, and Research	<ul style="list-style-type: none"> • Articulate paradigmatic assumptions that underlie different approaches to research, evaluation, and assessment. • Develop expertise in at least one research methodology. • Apply best practices of assessment and evaluation in postsecondary education. • Analyze qualitative and quantitative data to address research questions. • Evaluate the strengths and weaknesses of research and assessment studies. • Create and implement at least one assessment project and one research study.

Course Policies

I intend the following policies to guide our learning and create an equitable class experience for everyone. Individuals may have unique circumstances not covered by the policies listed here. Please contact me in such cases.

Conferences/Professional Development

Many conferences and workshops are scheduled this semester and I anticipated students may want to attend one or more regional or national, general or functional-area meetings. If you are planning to attend conferences or professional development activities that will cause you to be absent from a scheduled class meeting, please notify me of your absence in advance.

Religious Observances

It is the policy of the University to make every reasonable effort to allow students to observe their religious holy days without academic penalty. In such cases, it is the obligation of the student to provide the instructor with reasonable notice of the dates of religious holy days on which he or she will be absent. Absence from classes or examinations for religious reasons does not relieve students of responsibility for completing required work missed. Following the necessary notification, students should consult with the instructor to determine what appropriate alternative opportunity will be provided, allowing the students to fully complete their academic responsibilities.

Disabilities

I believe that all students have the potential to be successful in this course. Please notify me as soon as possible if I can support any accommodations for documented disabilities. The goal of the Disability Services for Students Office is to help provide equal access and reasonable accommodations to students with disabilities attending BGSU. Students wishing to discuss their eligibility for such accommodations are encouraged to contact the office. If you have questions or concerns please contact the DSS office in 88 College Park Building. **Phone:** 419-372-8495, **Fax:** 419-372-8496, **TDD:** 419-372-0582.

Academic Integrity

Utilizing the ideas, expressions, or words of another person without proper attribution constitutes plagiarism according to the Academic Charter of this University. *You must cite the source of any work, words, or ideas that are not your own*, utilizing APA 6th edition format (or your closest approximation of it if APA does not provide an exact template). This includes making direct quotes with quotation marks. Failure to do so may result in the following, depending on the severity of the plagiarism: rewriting the assignment, a grade of "F" for the assignment, and/or an "F" in the course. In addition, *any* instance of plagiarism will be noted in your student file and may also be reported to the dean of the Graduate College as stipulated by the Academic Honesty Policy. You also are expected to abide by all other policies and regulations specified in the *BGSU Student Handbook*.

Non-Sexist/Offensive Language

This class is a place where everyone is free to learn, to express doubt, and to assert convictions. However, with freedom of speech comes responsibility and accountability for that speech. To that end, you are asked to pay attention to both the *effect* and the *intentions* of your words, and to avoid deliberately using language that is demeaning to others. When listening to others, assess both the intent and the effect of those words *before* assuming an offensive motive. Any papers using sexist, racist, heterosexist, ableist, ageist, or otherwise inappropriate or biased language will be returned without a grade to be revised and resubmitted. It is also essential that you begin to *role model* (which does not include always *correcting* others) the use of inclusive language for the benefit of students, as well as other staff members with whom you work.

Note: It is no longer appropriate to refer to a first-time undergraduate student as a "freshman" or to a cohort of entering undergraduate students as "freshmen." The term "first-year" or "first-year class" is preferable. Moreover, since most students in college are over the age of 18, they are legally considered adults (regardless of their actions) and it is proper to refer to them as *adults* (but not kids), as *men* (but not boys), and as *women* (but not girls) as the case may be. Finally, although you may still encounter the terms "homosexual" and "homosexuality" in popular media and older scholarship, it is considered archaic and offensive. I encourage you to use the acronym *LGB* (lesbian, gay, bisexual) to refer to non-heterosexual people in general and *same-gender relationships* and *sexual orientation* to reference those relationships and the nature of same-gender sexuality. People are not "transgendered" but are *transgender*, just like someone is not Asianed but Asian. Also, the term "colored people" is not parallel to saying *people of color* and should not be used. Most importantly, though, you should use language that corresponds to how people name *themselves* and their identities.

This is not intended to cover all the relevant terminology that you may encounter and use in this course. Please consult the handout you received during the APA Session of Graduate Student Orientation for further information and guidance. Please see me if you would like a copy.

Personal Electronic Devices (PEDs)

If you bring a cell phone to class, unless you are dealing with an active crisis, please TURN IT OFF and put it out of sight. You may use a tablet or laptop to take notes and/or to access the readings or the Internet, *for class-related purposes only* (except when on break, when you can use it any way you wish, so long as it complies with University policies).

Illness

If you are seriously ill (e.g., vomiting, fever, phlegm-producing cough, zombie bites), please obtain medical help, but *do not come to class*. Depending on the nature of the class and how ill you are, we may be able to arrange to have you participate in class via WebEx/Skype/Facetime/ Google+. Call or e-mail me regarding your condition and arrange with a classmate to receive notes and handouts.

Weather

In most cases, BGSU will not close for poor weather conditions unless the Wood County Sheriff's Department declares a Level 3 emergency. Information about university closures is communicated by the Office of Marketing and Communications, which will notify the University Fact Line, local FM & AM radio stations, and the four Toledo television stations (see [Weather Policy](#) for lists). If the University closes, we will not hold class. Please check Canvas for assignments that may be given in lieu of our class meeting. For students traveling from beyond Bowling Green, please use your best judgment and *abide by your county's road closures*. Do not place yourself at risk for the sake of trying to get to class. Notify me by phone or e-mail about your delay or absence and arrange with a classmate to receive class notes and materials. We may be able to arrange to have you participate in class via WebEx/Skype/Facetime/Google+

Texts

- Creswell, J. W. & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among the five approaches* (4th ed.). Los Angeles, CA: Sage.
- Jones, S. R., Torres, V., & Arminio, J. (2014). *Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues* (2nd ed.). New York, NY: Routledge.
- Patel, L. (2016). *Decolonizing educational research: From ownership to accountability*. New York, NY: Routledge.

Recommended:

If you are seriously considering using qualitative methods in your dissertation study, you may want to purchase the following texts for your personal library:

- Conrad, C. F., Haworth, J. G., & Lattuca, L. R. (2001). *Qualitative research in higher education: Expanding perspectives* (2nd ed.). ASHE Reader Series. Boston, MA: Pearson.
- Denzin, N., & Lincoln, Y. S. (2018). *The Sage handbook of qualitative research* (5th ed.). Thousand Oaks, CA: Sage.

Other readings are also required and will be available electronically through Canvas. The citations for those readings will be made available in a document on the Canvas course shell.

Course Assignments

Please note: All papers are to be submitted to me **both in hard copy and as MS Word files** (email to ebroido@bgsu.edu), due before the beginning of the assigned class session. I will read your paper, make comments either by hand or electronically, and return the graded paper to you. I will endeavor to grade and return your paper in two weeks, *if* your paper is submitted on-time and according to the guidelines listed below.

	% of final grade	Due date
Self as Researcher	15%	Sept 17
Methodology Review	25%	Oct 29
Peer Review	15%	(Nov 17 to peers; feedback due Nov 26)
Semester Inquiry Project (pair)	40%	Dec 10
Presentation (pair)	5%	Dec 10

1. *Attend and participate thoughtfully and actively in class meetings.* To fulfill the promise of a doctoral seminar, plan to study the assigned readings prior to class, bringing with you any questions or issues you would like to address in class. Most class sessions will begin with a minute-paper addressing and summarizing your questions and reactions to that week's reading to inform our class discussion. These procedures should improve both the quality of our class discussions and the value of the readings and class activities for you.
2. *Self as Research Instrument Paper (15% of course grade).* Guided by Jones, Torres, and Arminio's (2014) discussion "Situating the Study Within the Researcher's Worldview"(pp. 11-15) and the "Worldview Exercise" (Table 1.3, p. 13), and by your reactions to the content of Patel's (2016) *Decolonizing Educational Research*, in this 5-7 page paper (*excluding cover page and reference list*) explore who you are as a researcher. You may find it helpful also to use Exercise #2 from Jones et al. (p. 53) to guide your reflection in addition to addressing the following questions:
 - a. What are your assumptions and beliefs about the purpose of research?
 - b. What questions are compelling to you and where do those questions come from?
 - c. What are your beliefs about how individuals come to *know* and *understand*?
 - d. Due September 17
3. *Methodology Review Paper (25% of course grade).* We will review five major categories of qualitative research methodology (i.e., phenomenology, grounded theory, ethnography, narrative, and case study) through assigned readings and class discussion. Although the main texts for this course (Creswell & Poth, 2018; Jones et al., 2014) provide summary descriptions of each of these methodologies and give extensive consideration to how each influences research design decisions, it is important to know that there are variances within each of these traditions and that a researcher's application of certain theoretical perspectives (e.g., feminist theory, critical race theory, queer theory, intersectionality) shapes and informs how a methodology may be implemented in a specific study.

In approximately 2500-3000 words (*excluding cover page and reference list*), review one specific methodological tradition and discuss its characteristics and how those characteristics are influenced by theoretical perspectives and researcher positionality. You will review the required readings (and external ones if you choose) that discuss the characteristics, goals, and procedures for your chosen methodology, as well as at least 4-5 peer-reviewed research articles using that methodology. Your review should address the following points:

- a. What influenced your selection of this particular methodological tradition? How does it resonate with your approach to knowledge and research and/or your current ideas for your dissertation research? [It is also okay to choose one because you want to learn more about it or because you choose it out of a hat. This might be particularly appropriate for first-year HIED students.]
- b. Describe the general characteristics of the methodology you have selected. What are its goals and strategies for pursuing those goals? What sets it apart most significantly from other methodologies?
- c. Introduce the 4-5 exemplar articles you've selected. If there was a rationale to your selections, please provide it. Briefly summarize each of the articles in terms of their research questions, any theoretical perspectives employed, characteristics of the samples, data collection procedures, data analysis strategies, and representation of the findings.
- d. Compare any differences in the implementation of your selected methodology that emerge as different authors utilize varying theoretical perspectives and research designs.

What difference do these differences make? Your critical analysis of this point is central to this assignment.

- e. Given these variances, what is your understanding of what is most essential to the methodological tradition you have chosen (i.e., what is consistent across all the articles you have selected)? This is also an important point.

Due October 29

Reading resources for methodology review assignment.

The following list of readings may be a helpful guide for selecting the readings required to complete this assignment. You are not limited to this list; feel free to explore other peer-reviewed qualitative research articles that are related to higher education and/or student affairs topics. If you are unsure if an article or book chapter is appropriate, please feel free to ask me. Additionally, Part II of the Conrad et al. (2001) ASHE Reader Series text has readings using various research strategies (i.e., methodologies) that maybe useful for completing this assignment.

a. *Grounded theory:*

- Cullaty, B. (2011). The role of parental involvement in the autonomy development of traditional-age college students. *Journal of College Student Development, 52*, 425-439.
- Edwards, K. E., & Jones, S. R. (2009). "Putting my manface on": A grounded theory of college men's gender identity development. *Journal of College Student Development, 50*, 210-228.
- Hachtmann, F. (2012). The process of general education reform from a faculty perspective: A grounded theory approach. *Journal of General Education, 61*, 16-38. doi: 10.1353/jge.2012.0007
- Miller, R. A. (2018). Toward intersectional identity perspectives on disability and LGBTQ identities in higher education. *Journal of College Student Development, 59*, 327-346.
- Pizzolato, J. E. (2006). Complex partnerships: Self-authorship and provocative academic-advising practices. *NACADA Journal, 26*, 32-45.
- Torres, V. (2009). The developmental dimensions of recognizing racist thoughts. *Journal of College Student Development, 50*, 504-520.

b. *Phenomenology:*

- Harper, S. R., & Quaye, S. J. (2007). Student organizations as venues for Black identity expression and development among African American male student leaders. *Journal of College Student Development, 48*, 127-144.
- Morrissey, G., & Higgs, J. (2006). Phenomenological research and adolescent female sexuality: Discoveries and applications. *Qualitative Report, 11*, 161-181.
- Olive, T. (2008). Desire for higher education in first-generation Hispanic college students enrolled in an academic support program: A phenomenological analysis. *Journal of Phenomenological Psychology, 39*, 81-110.
- Patton, L. D., & Simmons, S. L. (2008). Exploring complexities of multiple identities of lesbians in a Black college environment. *Negro Educational Review, 59*, 197-215.
- Posselt, J. (2018). Normalizing struggle: Dimensions of faculty support for doctoral students and implications for persistence and well-being. *Journal of Higher Education*. Advance online publication. doi:

10.1080/00221546.2018.1449080

Rockenbach, A. B., Walker, C. R., & Luzader, J. (2012). A phenomenological analysis of college students' spiritual struggles. *Journal of College Student Development, 53*, 55-75.

Rumann, C. B., & Hamrick, F. A. (2010). Student veterans in transition: Re-enrolling after war zone deployments. *The Journal of Higher Education, 81*, 431-458.

c. *Narrative:*

Harris, J. C., & Patton, L. D. (2017). The challenges and triumphs in addressing students' intersectional identities for Black culture centers. *Journal of Diversity in Higher Education, 10*, 334-349.

Abes, E. S., & Kasch, D. (2007). Using queer theory to explore lesbian college students' multiple dimensions of identity. *Journal of College Student Development, 48*, 619-636.

Auerbach, S. (2002). "Why do they give the good classes to some and not to others?" Latino parent narratives of struggle in a college access program. *Teachers College Record, 104*, 1369-1392.

Linder, C., & Rodriguez, K. L. (2012). Learning from the experiences of self-identified women of color activists. *Journal of College Student Development, 53*, 383-398. doi: 10.1353/csd.2012.0048

Patton, L. D., & Catching, C. (2009). "Teaching while Black": Narratives of African American student affairs faculty. *International Journal of Qualitative Studies in Education, 22*, 713-728.

d. *Ethnography:*

Holt, N. L., & Sparkes, A. C. (2001). An ethnographic study of cohesiveness in a college soccer team over a season. *The Sport Psychologist, 15*, 237-259.

Magolda, P., & Ebben, K. (2007). Students serving Christ: Understanding the role of student subcultures on a college campus. *Anthropology and Education Quarterly, 38*, 138-158.

Nicolazzo, Z. (2016). "Just go in looking good": The resilience, resistance, and kingship-building of trans* college students. *Journal of College Student Development, 57*, 538-556.

Vaccaro, A. (2009). Intergenerational perceptions, similarities and differences: A comparative analysis of lesbian, gay, and bisexual millennial youth with Generation X and Baby Boomers. *Journal of LGBT Youth, 6*, 113-134.

Winkle-Wagner, R. (2009). The perpetual homelessness of college experiences: Tensions between home and campus for African American women. *Review of Higher Education, 33*, 1-36. doi: 10.1353/rhe.0.0116

e. *Case Study:*

Jones, S. R., Rowan-Kenyon, H. T., Ireland, S. M., & Niehaus, E. (2012). The meaning students make as participants in short-term immersion programs. *Journal of College Student Development, 53*, 201-220. doi: 10.1353/csd.2012.0026

Kezar, A. (2006). Redesigning for collaboration in learning initiatives: An examination of four highly collaborative campuses. *Journal of Higher Education, 77*, 804-838.

Palmer, R. T., Arroyo, A. T., & Maramba, D. C. (2016). Exploring the perceptions of HBCU student affairs practitioners toward the racial diversification of Black colleges. *Journal of Diversity in Higher Education, 11*, 1-15.

Park, J. J. (2012). "Man, this is hard": A case study of how race and religion affect

cross-racial interaction for Black students. *Review of Higher Education*, 35, 567-593.

Quaye, S. J. (2012). White educators facilitating discussions about racial realities. *Equity & Excellence in Education*, 45, 100-119. doi: 10.1080/10665684.2012.643684

Rhoads, R. A. (1995). Whales tales, dog piles, and beer goggles: An ethnographic case study of fraternity life. *Anthropology & Education Quarterly*, 26, 306-323.

- f. *Mixed methods*: [This list of readings also includes selections about the philosophical orientation and practice of mixed methods research. I recommend you begin with these (noted with an asterisk *), as well as Jones, Torres, and Arminio (2014, pp. 149-155) if you intend to focus your review on mixed methods as a methodology. If you think you will pursue a mixed methods dissertation, I encourage you to enroll in the course on mixed methods offered by EDFI.]

Chesbrough, R. D. (2011). College students and service: A mixed methods exploration of motivations, choices, and learning outcomes. *Journal of College Student Development*, 52, 687-705.

*Creswell, J. W. (2011). Controversies in mixed methods research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (4th ed., pp. 269-283). Thousand Oaks, CA: Sage.

Ivankova, N. V., & Stick, S. L. (2006). Students' persistence in a distributed doctoral program in educational leadership in higher education: A mixed methods study. *Research in Higher Education*, 48, 93-135. doi: 10.1007/s1162-006-9025-4

*Onghena, P., Maes, B., & Heyvaert, M. (2018). Mixed methods single case research: State of the art and future directions. *Journal of Mixed Methods Research*. Advanced online publication. doi: 1558689818789530.

Parmelee, J. H., Perkins, S. C., & Sayre, J. J. (2007). "What about people our age?": Applying qualitative and quantitative methods to uncover how political ads alienate college students. *Journal of Mixed Methods Research*, 1, 183-199.

Shammas, D. (2015). Underreporting discrimination among Arab American and Muslim American community college students: Using focus groups to unravel the ambiguities within the survey data. *Journal of Mixed Methods Research*, 11, 99-123.

*Tashakkori, A., & Teddlie, C. (1998). Introduction to mixed method and mixed model studies in the social and behavioral sciences. In *Mixed methodology: Combining qualitative and quantitative approaches* (pp. 20- 39). Thousand Oaks, CA: Sage.

*Teddlie, C., & Tashakkori, A. (2011). Mixed methods research: Contemporary issues in an emerging field. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (4th ed., pp. 285-299). Thousand Oaks, CA: Sage.

Torres, V. (2006). A mixed method study testing data-model fit of a retention model for Latino/a students at urban universities. *Journal of College Student Development*, 47, 299-318.

4. Peer Review (15% of course grade). Each student will receive a draft report of another research team for review and feedback. This will enable you to both demonstrate your understanding of the material and ability to *provide* constructive feedback as well as to *receive* constructive feedback that you can then incorporate into your **final** report. Please note that timeliness on this assignment is imperative as the feedback you provide (and receive) will enable you to improve your final report.

[Draft project reports will be exchanged on November 17 and peer reviews are to be returned on November 26; provide Ellen a copy of your peer review (both written feedback and annotated draft).]

5. Semester Inquiry Project (40% of course grade); *paired assignment*.

This assignment will provide you with an opportunity to experience and “test” the concepts and issues discussed in the readings and in class by designing a research project and conducting research. Given the constraints of the semester, I realize that this cannot be a fully developed or implemented study; however, this can serve as a pilot for future studies. Completing this project will provide you with the experiences of developing a purpose statement, research questions, interview questions and observations, and conducting initial analyses and interpretations. This project will also enable you to make connections between methodological approaches and research design. Every step of the research process involves decisions that the researcher must make and justify. Your project will provide you with experience in thinking through these decisions and developing justifications.

With your research partner,

- Develop a researchable question that is consonant with an identified research paradigm, and if appropriate and desired, a theoretical framework.
- Identify a methodological approach or strategy of inquiry that fits your research questions (e.g., phenomenology, grounded theory, ethnography, case study). Provide a rationale for your decision to select one strategy over another.
- Select specific methods of data collection and explain why you have selected these methods. How do they fit within your methodological tradition? What are the benefits and limitations?
- Collect data in a manner consistent with your research purposes and methodology. Between the two members of the research team, you should plan on spending at least 10 hours “in the field,” conducting a minimum of 6 data collection activities.
- Determine appropriate analytic strategies for analyzing data and developing themes and justifications for those themes and apply those strategies to your data. Explain your decisions regarding analysis. How are your analytic strategies connected to your methodological approach?
- Develop a coherent set of findings consistent with the data, paradigm, methodology, and, if used, interpretive framework.
- Comment on the significance of this project and implications for future research. Is there a larger purpose your research serves?
- In a series of appendices, address the following topics:
 - What ethical issues did you foresee? What ones emerged? How did you resolve these? Why does thinking through ethical issues matter?
 - An annotated bibliography of at least five articles that address the focus of your project. You need to know something about your topic and existing research to develop feasible and relevant research questions, as well as good, responsible, and responsive interview questions or observation strategies.
 - Any recruitment materials (emails, texts, posters).
 - All interview and observational protocols.
 - Your researcher journal.

*Please note: If you wish to use your research project for the purposes of publication, presentation, or dissemination of any kind beyond this class (such as inclusion in a thesis or dissertation or conference presentation), IRB approval is required. Be aware that seeking IRB approval takes several weeks and may not be consistent with the deadlines and requirements of the class. (In other words, you are likely to be unable to complete the project this semester if you pursue IRB approval). Also, conducting research suitable for publication takes considerable expertise and time, such that it would be unusual for a project from this class, conducted by those very new to qualitative inquiry, to be publishable in a scholarly journal.

To support your completion of the project, across the semester you will participate in the following activities, some of which will be included in your final paper:

- **Project prospectus meeting**—Bring to a meeting between your research team and Ellen a bulleted or outlined document (roughly 3-4 pages) identifying focus of inquiry, statement of purpose, philosophical framework (including ontology, epistemology, and axiology), theoretical framework, research questions, methodological approach, and plan for collecting data (including a timeline given the due dates on this syllabus). Provide an oral justification for your choice of theoretical framework, methodology, and choice of methods that is grounded in your focus/purpose/and philosophic perspectives (early October)
- **Draft interview questions and observation guidelines**—A rough draft of your interview questions and sub-questions (include a reminder of your research question(s)), observation guidelines, and provide a justification for your choice of questions, content, structure, sequence, etc.—bring 3 copies for in-class use. [Due: October 8]
- **Researcher journal** – the journal is an integral component to researcher reflexivity. The research journal is first and foremost for your own use, to track the changes in your thinking and record observations that you will need to remember when it comes time to write up your study. You should document your thoughts, reactions, surprises, insights, questions and challenges throughout the research process—from the first conceptualization of your research questions to the final stages of analysis. Your journal is secondarily a tool for credibility – to use in an audit trail. Include your assumptions, biases, hunches, and previous experience with the topic. Explore *why* this topic. How do your social identities influence the study? How will you be perceived by the participants? Document changes in your thinking over time, questions and issues you are struggling with. Include at least a brief reflection after each interview and observation – how did it go, how “on” were you, what did you notice, what would you do differently, what do you want to remember? It is imperative you document your decision-making process (or at least, the rationale for your final decisions); record what alternatives you considered and why you made the decisions you did. Also reflect on what you are learning about qualitative inquiry and yourself as a researcher. Entries likely will get longer as you get further into your research; over the term 1-2 pages a week will be typical, but likely shorter at first and longer later in the semester. You should plan on writing entries into your researcher journal on a weekly basis, at a minimum, but preferably every time you give your research project sustained thought and attention. Each member of the team will turn in her/his/their researcher journal as an appendix to the final project. [Due: December 10]
- **Final project report** – Your paper will resemble a published research article other than it will not contain a literature review and the appendices will contain reflective material not found in published research. It should include sections that address the following: introduction to your topic and what drew you to your topic; description of the philosophical assumptions that guide your design; discussion of your methodology; description of data collection and analysis;

measures used to increase trustworthiness; results and interpretations; implications for future research and practice; and the appendices specified on the previous page. [Due: December 10]

- **Presentation of your project**– in the format of a scholarly presentation at a national conference, prepare a 12-minute presentation of your project. Additional guidelines will be provided but suffice it to say that an entire semester's worth of work cannot fit within a 12 minute time block so you will have to think carefully about how to condense a large amount of material into a meaningful and well organized format. [Due: December 10]

Grading and General Assignment Guidelines

Late Assignments

I recognize your right to make decisions in your best interest and to prioritize other concerns above your coursework. I maintain the right to ensure some level of equity among students and to schedule my work. Therefore, out of respect to both those possibly competing liberties I enact the following policy pertaining to late assignments:

1. All assignments are due by the beginning of the class period of the day listed in the Course Schedule. Since assignments are due at the beginning of the class period, there is no need to miss class to finish an assignment. If you do not have your assignment ready by the beginning of class, it will be noted as late. Nevertheless, you are expected to join your colleagues in class and contribute to the discussion.
2. Assignments submitted within three weeks of the original due date and time will be accepted and graded. However, the assigned grade will be reduced according to the following schedule:
 - a. Assignments submitted up to one week late receive a one grade level reduction. In other words, if your late assignment earns a grade of "A", your grade will be reduced to a "B."
 - b. Assignments submitted between one and two weeks after the due date will receive a two-grade level reduction. An "A" assignment submitted two weeks late will be reduced to a "C"; a "B+" grade will be reduced to a "D+."
 - c. Assignments submitted between two and three weeks after the due date will receive a three-grade level reduction. An "A" assignment submitted three weeks late will be reduced to a "D"; a "B" grade will be reduced to a "F."
 - d. No assignment will be accepted later than three weeks after the original submission date. Failure to submit an assignment within the three-week period will result in *zero* points for the assignment.
3. Extenuating circumstances: I am aware that it is impossible to consider all the possible circumstances that may prevent you from the timely submission of your assignments and am sensitive to some of those circumstances. Illness and family emergencies are valid reasons for submitting work after a posted deadline. However, assignments for other classes or a particularly busy work schedule are not. If you will miss a class and/or be unable to submit an assignment on time, please contact me, in advance if possible, so that arrangements to cover class material and/or to submit an assignment late can be made. I will also gladly accept assignments prior to their scheduled due dates. *Assignments submitted late because of unforeseen, emergency circumstances and by the new deadline negotiated between me and you will not be graded down per the policy noted here.*

Advanced Review Opportunity

I understand that some students may wish to seek additional feedback on an assignment before final

submission. I also want to balance that need with maintaining a manageable workload and providing equitable opportunities for everyone to receive additional support and assistance. This latter need takes into account people's differential awareness of the availability of such support and anxieties which may attend doing so without invitation. In light of this, I have created the following policy to guide my advanced review of assignments.

If you want me to review an assignment in advance of final submission by its due date as noted in your syllabus, you must abide by the following procedures:

1. Your draft must be submitted no later than 2 weeks before the assignment's due date as noted on the course syllabus. For example, if the assignment is due by class time on September 29, then your draft must be submitted to me by class time on September 15. I will commit to returning feedback to you no later than one week before the assigned due date.
2. Your draft must be proofread and mostly free of typos and APA errors. I will not function as your copyeditor. Please see the APA materials distributed to you at the workshop during Graduate Student Orientation for assistance with technical writing issues. You may also find it beneficial to seek the assistance of a writing tutor in the Leaning Commons. Perfect grammar and APA do not ensure an "A" paper, but sloppy grammar and APA will certainly jeopardize an "A" grade.
3. In light of #2, my review will be limited to the quality of the content of your paper and will address only the following questions:
 - a. Have you adhered to the parameters of the assignment?
 - b. Is your argument coherent and logical?
 - c. Have you supported all interpretations, analyses, and conclusions with adequate and appropriate evidence?
 - d. I will not include a preliminary grade for your assignment with my comments. This is not a tool for you figure out how to get an "A" by thinking you can simply "fix" whatever issues I point out.
4. You may only submit one draft to me for advanced review per semester, per class. This has two implications:
 - a. I will not review more than one draft of the same assignment.
 - b. You may not submit more than one assignment for advanced review.
5. You must submit your draft to me via email (as a Microsoft Word document, unlocked for comments and editing).
6. When you submit the final assignment, you must include the PDF copy of my feedback as it was returned to you on your advanced review draft as an appendix to your paper.

Re-Writes

After you have received your grades for your Self as Research Instrument and Methodology Review Papers, you may elect to rewrite one of those papers, *if* your grade is below a "B". **All re-writes will be due no later than November 19**. I will only record the best grade you receive on the assignment you rewrite. Only students who submit these papers on time (see the Late Assignment Policy above) may use the option to re-write.

This syllabus, including details of assignments, readings, and due dates, is subject to change at the discretion of the instructor.

Course Outline

Key: C&P=Creswell & Poth (2018); JTA=Jones, Torres, & Arminio (2014)

Week 1 Aug 27	What is Qualitative Research?
Sept 3	Labor Day - No class
Week 2 Sept 10	Why and How are We Doing Research? Research Purposes and Paradigms Patel – entire book C&P, pp. 15-27 Lincoln, Lynam, & Guba (2018; if book arrives in time)
Week 3 Sept 17	Using Paradigms and Theoretical Perspectives in Qualitative Research C&P, pp. 27-38 JTA, Chapter 3 Broido & Manning (2002)
	Ladson-Billings (1995) Olesen (2018) Watts (2006) Self as Researcher paper due
Week 4 Sept 24	Doing “Good” Qualitative Inquiry C&P, Chapter 3 & 6 JTA, Chapter 2 TBA
Week 5 Oct 1	An Overview of Methodologies C&P, Chapter 4, skim Chapter 5 (exemplars) JTA, Chapter 4 TBA
Week 6 Oct 8	Sampling and Data Collection Strategies C & P, Chapter 7 JTA, Chapters 5 & 6 TBA
	Bring draft interview questions and observation guidelines
Week 7 Oct 15	A Closer Look: Phenomenology & Grounded Theory TBA
Week 8 Oct 22	A Closer Look: Ethnography, Narrative, & Case Study TBA
Week 9 Oct 29	Doing Data Analysis C&P, Chapter 8 JTA, Chapter 7 TBA
	Saldana (2013) Drisko (2013) St. Pierre & Jackson (2014) Methodology Review Paper Due
Week 10 Nov 5	Workshopping Data Analysis; Catching Up
Nov 12	Veteran’s Day Observed – No Class Draft of Semester Project Due to Peer Reviewer Friday 11/16
Week 11 Nov 19	Doing "Good" Qualitative Inquiry, part 2 C&P, Chapter 10 JTA, Chapter 8 TBA
	(Optional rewrites due)
Week 12 Nov 26	Interpretations and Representations C&P, Chapters 9 & 11 TBA
	Semester Project - Peer Reviewer Feedback Due

Week 13 Dec 3	"This is Messy Work" JTA: Chapter 9 TBA
Week 14 Dec 10	Research Presentations; Course Wrap Up Qualitative Research Paper and Oral Presentations Due

