I. Course Description (from catalog)
This course is designed for doctoral students who want to pursue their interests in qualitative methods and who want to use these methods in their dissertation. Students would need to have a qualitative research methods course completed in order to take this class. Students will learn to use various qualitative data analysis methods using multiple data sources.

II. Rationale
Qualitative inquiry relies on developing an in-depth data analysis and understanding of the topic being investigated. Such in-depth understanding emerge from triangulation of various data sources as well as using multiple approaches to data analysis to confirm understanding. Students in education who wish to conduct a qualitative dissertation will need to engage in this data analysis process to present their work that is grounded in academic rigor and trustworthiness. This course will also help students produce a conference proposal and develop skills for documenting their findings, data analysis processes, and representing final outcomes of their studies.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors
N/A

IV. TExES Competencies (if applicable)
N/A

V. Course Objectives/Learning Outcomes
After completing this course, the learner will be able to:

• Identify the processes involved in qualitative data collection (interview, observations, document analysis)
• Implement the process of data collection in your own work
Identify various forms of inductive analysis
Implement a form of inductive analysis in your own work
Discuss and define the limits and possibilities of academic rigor that you were able to maintain in your own work and ethical issues that emerged
Maintain a research journal during the entire class reflecting on the process, and the kinds of knowledge you are producing, including their potentials and possibilities
Produce a publishable paper at the end of the course
Produce a draft of your methodology chapter for your dissertation proposal

VI. Course Topics
The major topics of this course are:
• Designing and executing interviews
• Participant Observation
• Document Analysis
• Visual Methods
• Qualitative Data Management and Analysis
• Narrative Approaches
• Phenomenological Research Methods
• Arts-Based Approaches to Qualitative Research
• Ethnodrama and Autoethnography
• Computer Assisted Data Analysis
• Feminist Approaches to Data Analysis and Representation
• Writing Up Qualitative Research

VII. Instructional Methods and Activities
• Discussions
• Games
• Project-based learning
• Lecture
• Virtual learning environments

VIII. Evaluation and Grade Assignment

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Grading Scale
90-100 = A, 80-89.9 = B, 70-79.9 = C, 60-69.9 = D, 59.9 and below = F (fail)

Data inventory, project description, and timeline (15 points)
You will collect at least three types of data on a topic of your interest. At least two of those types have to be an hour interview, and an hour of observation. The third type of data can be any form of archival data including pictures, documents, films, tapes, music, etc. Students will need to frame a project description outlining how much data they will collect and a brief description of their goals for data analysis in this course. You will list tentatively a page count of all raw data sources. You will also design a timeline for your project including data collection, analysis, and write-up. Additionally, you will be expected to provide a short description of your project to situate your work contextually.

First inductive analysis paper (20 points - 15-20 pages double-spaced)
This data analysis project is designed to assist students in exploring ways to make meaning of data. The project should contain
- A review of methodological literature related to the analytic procedures used for the project.
- Who are the scholars who have contributed to this approach and write about it?
- What theoretical frameworks guide this approach to analysis/interpretation?
- Clear, specific description of how you applied this strategy to your data. Include a data analysis sample to show how you conducted analysis and/or representation in this way.
- Presentation of findings
- Clear representation of analysis
- Inclusion of descriptive summary/visual charts as applicable
- Reflections on the use of this strategy in your own work.
- What do you think about the approach?
- What have you learned that you could use in your own work?

Second arts-based reflection paper (15 points – 10-15 pages)
In this paper, you will use an arts-based method to analyze your data. In the paper you will represent the findings of your analysis and include a reflection of how this form of analysis allowed you to make meaning of your data.
Approaches that you can consider can include but not limited to:
- narrative analysis
- arts-based approaches
- poetic representation
- ethnodrama
- photo-elicitation and visual analysis
- autoethnography
- feminist approaches
- or any other representation of your choice

When reflection on the strategies used in this paper, consider the following:
- What do you think about the approach?
- What have you learned that you could use in your own work?

Draft of chapter three (20 points – finish your thought, don’t worry about page limit)
In this draft of chapter three, you will take sections from your first inductive analysis paper and craft a methodological blueprint for a potential dissertation study. You will write in future tense, as if you have not completed the study yet but plan on doing so. Essentially, it will repeat the work of the first paper, but polished in future tense with the removal of raw data excerpts.

Sections to include in this draft are
- Rationale
- Subjectivity statement
- Methodology
- Research Design
  - Participant Selection
  - Research Site
  - Membership Role
- Data Collection Procedures
  - List each data collection procedure as a sub-heading with reference to appropriate literature
- Data Management and Analysis
- Data Representation
- Reciprocity and Ethics
- Trustworthiness and Rigor

Final draft of publishable paper (20 points – 20-30 pages)
In this paper, you will polish up your inductive analysis paper and perhaps integrate your second paper if appropriate and present it as a publishable paper. Example of what a publishable paper could look like is here. [http://thenjournal.org/feature/307/](http://thenjournal.org/feature/307/)

Online and class participation (10 points)
This class will be heavily dependent on participation. You will be expected to participate online in Second Life and also in class. In class you will be prompted to reflect on readings, answer specific questions, react to your peers, or lead discussions. You active participation is critical for earning your grade.

You will also be expected to participate in class activities. This means you have to come to class prepared with the readings, contribute meaningfully to class discussions, listen to your peers, and assist the class in advancing our thoughts on the topics of the day. Monopolizing class discussions do not automatically imply participation and being silent do not automatically imply active listening either. It will be up to you to strike a balance between speaking and staying silent, staying on task, discussing directly from the readings in order to earn your grade for class participation. After the class is settled, every other week, you will be responsible for logging in on Second Life and participating in discussions with your instructor and your peers. Please make sure you have addressed all technological issues early on in class so that you can actively participate in Second Life. Refer to the course calendar for dates of attendance in Second Life.

IX. Course Policies
A. This is a graduate level class and as such your conduct in class should reflect accordingly. This means that you will come to class prepared, complete all the assignments, and not request extra-credit assignments at the end of the semester should your grade be below your expectations. **There will be NO extra credit assignments under any circumstances.**

B. We are in a multicultural learning environment. I expect that you remain aware of and sensitive to educational research issues emerging from multiple perspectives and integrate into your own as you construct your arguments in class and in your assignments.

C. This class requires a lot of time, preparation, and understanding and application of critical concepts in educational research. You will need to stay on top of things in order to perform well in this class. If you find that you are offering me multiple excuses for your inability to hand in assignments on time, attend all classes, and prepare adequately, then you should reconsider how you prioritize this class and whether or not this class is appropriate for you to take at this time.

D. Here are some basic competencies that I expect you will have in order to perform well in this class. These are:

- Ability to proof read your assignments before submitting
- Ability to cite references when making general and/or specific statements that are not entirely your own
- Ability to communicate effectively when you do not understand the instruction or expectations about assignments
- Ability to connect to the Internet, download required materials, and post required materials as needed. **I will not entertain excuses emerging from last minute computer troubles.** So plan ahead and have back up plans in place should something go wrong.
- Should you miss a class or come in late, it is your responsibility to catch up on what has been covered during your absence. I will not repeat my instruction individually to people who are late, tardy, or absent during instruction.

E. **Attendance and Participation**

You are expected to attend and participate in all classes. Participation can include but not limited to, raising thought-provoking questions grounded in the class material, listening attentively to peers, not dominating discussions, and coming to class prepared. Because this class will cover a lot of material in a very short period of time, **any more than one excused absence will cause a deduction of two points per absence from your final grade.** You are responsible for materials covered during your absence. Any discussion for your absences should be done privately so as not use our limited class time with individual scheduling concerns.

F. **Tardiness and Courtesy to Peers**

I see us as professional scholars and therefore we should treat our learning environment
with professional respect. Class will begin and end on time and anyone who arrives or leaves the class five minutes late or early respectively will be marked tardy. Two tardies will equal an absence. This does not mean that there cannot be any exceptional situation. Please come and talk to me if such situations occur by the following class periods. I will NOT negotiate attendance at the end of the term so it is your responsibility to make sure you communicate with me about your extenuating circumstances.

G. **Pagers and cell phones and other noise-makers must be turned off during class.**

H. **Special Accommodations**

It is the policy of the Texas A & M Corpus Christi to accommodate students with disabilities pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform the instructor with a letter from Student Disability Services.

Texas A & M Corpus Christi does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

I. **Professional Conduct and Academic Honesty**

Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism (see Student Handbook). Cheating, plagiarism and other forms of academic honesty will result in disciplinary actions.

All written work submitted must be the student’s original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education and the University.
J. **Assignment Expectations**
All assignments are mandatory and must be typed, double spaced, written in Times New Roman 12 point font with 1 inch margins, and adhere to the guidelines as stated by the American Psychological Association (APA).

Assignments should be submitted on the due date **before** class begins. If you must miss a deadline, you must let me know before the due date of the assignment. Late work will **only** be accepted for half credit if completed by the following class meeting. **No late work will be accepted after one class meeting from when the assignment was due. There will be NO exceptions. Yes this means YOU.**

If I do not have your assignment and you have not contacted me about your late submission, you will receive a zero on that assignment. If you fail to notify me of any problems associated with your work (grading error, missing graded assignment) **within one class meeting** after I have returned graded materials, then I will not be able to negotiate an alternate arrangement with you. Therefore, stay on top of things, monitor your work, and make sure that you talk to me immediately if there are problems.

K. **End of Semester Negotiations**
I will not entertain any end of semester negotiations about grades. However, I will support you in every way possible during the semester to ensure that perform well in the class if you communicate any difficulties or concerns with the material with me. Therefore, I recommend that you take full advantage of a supportive learning environment designed to ensure your success. Your grade in the course is a direct reflection of your engagement in your own learning process.

Please understand that, despite the strict expectations outlined above, I do care about you as individuals and am always willing to listen and be flexible in order to help you have a successful semester if you are faced with unusually difficult circumstances. Please be in touch with me if you want a conference to explain your circumstances. I believe that most professors share this attitude, but often, we do not know enough about our students to be of help to them. Although it may seem difficult to reach out, it is up to you to seek support when you need it. **Do not wait** until you have accumulated absences, fallen behind, and failed to do the required work to discuss any personal difficulties that are affecting your performance.
X. **Textbook(s) and Course Schedule**

**Required Textbooks**


**Recommended Textbooks**


**COURSE SCHEDULE**

August 25 (f2f) Syllabus, Introductions, IRB, Analysis of published wiki article, goals.

September 1 (f2f) Second Life reorientation.
Discussion of data inventory project

**September 8 (f2f) Data Inventory, Project Description, Timeline Due**
JS – Chapter 5: Post-coding and Pre-writing
http://kakali.org/edld6385/chapter3.html
http://kakali.org/dissertations.html
Identifying structures of dissertation. Identifying structures of chapter 3’s. Come to class prepared to present and discuss at least one methodological approach from any of the dissertations listed in the Chapter 3 section at the website or at the link above.
September 15 (SL)  
JS – Chapter 2: Writing Analytic Memos  
JS – Chapter 3: First Cycle Coding

September 22 (f2f)  
CISM – Chapter 2: Narrative Inquiry


In class data analysis, discussion of readings, and discussion of the first paper. Should have third data source by now.

September 29 (SL)  
Spradley Step 4, 2.  
CISM – Chapter 5: Recontextualizing Observation  
Apply to your data.

**October 6 (f2f) First Inductive Analysis Paper Due**  
JS – Chapter 4: Second Cycle Coding Methods

October 13 (SL)  

CISM – Chapter 3: Arts-Based Inquiry  
Work on arts-based analysis paper

October 20 (f2f)  

CISM – Chapter 16: Poetics for a Planet  
Work on second arts-based reflection paper

**October 27 (f2f) Second Arts-Based Reflection Paper Due**  
CISM – Writing: A Method of Inquiry  
Work on converting first paper to chapter 3.

Ted Horrell III Dissertation (chapter 3)
Work on publishable paper
Use data reduction on your own data

**Computer assisted data analysis**

November 10 (f2f)  Step twelve: Writing an Ethnography
Discussion of chapter three project

**November 17 (sl)  Draft of Chapter three due**
Discussion of final paper
Writing exercises, tips, questions, concerns
**Computer assisted data analysis**

December 1 (f2f)  **Work on final products**
Final Class
Wrap up

**December 13  Draft of Publishable paper due**

*(Based on students’ needs and other emergent issues, I reserve the right to change this syllabus).*

XI.  Bibliography

**General introductions to data analysis**


**Grounded theory**


**Conversation Analysis and Ethnomethodology**


**Narrative analysis**


**Ethnographic analysis**


**Phenomenology**


**Alternative approaches to representation**


Pelias, R. J. (2004). *A methodology of the heart: Evoking academic and daily live*. Walnut Creek, CA: AltaMira Press.

Richardson, L. (1999). Feathers in our CAP. *Journal of Contemporary Ethnography, 28*(6), 660-668

**CAQDAS**

*QSR’s bibliography of texts:*

**Theorizing and data analysis**


**XII. Grade Appeals***
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**XIII. Disabilities Accommodations***
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
*Required by SACS