In the event of a campus emergency, check Blackboard

Email: elsa.gonzalez@tamucc.edu

Office hours: Tuesdays 1:00 - 4:00pm & Wednesdays 9:00 am - Noon or by appointment

Classroom: ECMS 114

Class hours: Tuesday 4:20 – 6:50 (25-49% Online)
F2F Sessions: 2/2, 2/9, 2/23, 3/1, 3/22, 4/12, 4/26, and 5/3

I. COURSE DESCRIPTION:
This course is based on reviews of the theoretical and methodological approaches to qualitative research. Students will situate qualitative inquiry/research in their philosophical, theoretical, and historical situations, learn methods of qualitative design, and develop a preliminary capacity to collect, analyze, and interpret qualitative data.

II. RATIONALE:
Qualitative inquiry relies on developing an in-depth understanding of people’s experiences of a phenomenon of interest. Such in-depth understanding emerges from triangulation of various data sources, alignment with theoretical framework, and preserving academic rigor and trustworthiness of qualitative research. Students benefit from learning about this methodology to inform their dissertation research and research beyond dissertation by developing skills for qualitative inquiry.

III. STATE ADOPTED PROFICIENCY DOMAINS: N/A

IV. CARNEGIE PROJECT ON THE EDUCATIONAL DOCTORATE (CPED) PRINCILES:
The professional doctorate in education:

4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.

5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry
V. COURSE OBJECTIVES AND OUTCOMES:

1. Identify and explain the range of problems addressed by qualitative research. What is qualitative research? What are the different ways it is conceptualized? How does it define problems? What are its origins?

2. Reflect on your own presuppositions and subjectivities in regard to the educational research processes.

3. Specify the units of analysis examined in qualitative research and the nature of explanations generated. What kinds of human phenomena does qualitative research examine? What goals does it attempt to achieve?

4. Identify the tasks and processes required to formulate appropriate research problems within educational settings, to design relevant qualitative research strategies for examining such problems to select pertinent data sources, data collection methods, and data analysis methods, and to assess the results of such efforts.

5. Examine ethical dilemmas and issues related to the research process.

6. Recognize exemplars of qualitative research derived from varying approaches and traditions, identify the goals and presuppositions of these different exemplars, and critically assess the designs for their accomplishment of specified research goals.

7. Formulate ways to compare and contrast different approaches to human inquiry, and developments of these varying approaches, underlying values and assumptions, and their strengths and limitations.

8. Have practical experience collecting, analyzing, and writing up their own qualitative data.

VI. COURSE TOPICS:

- Introduction to qualitative research
- The discipline and practice of qualitative research
- Paradigms of inquiry in qualitative research
- Data collection, analysis, and representation in qualitative research
- Ethics in qualitative research

VII. INSTRUCTIONAL METHODS:

- Discussions
- Group work
- Project-based learning
- Lectures

VIII. REQUIRED TEXTS:


EndNote Software – Available FREE for download from [http://it.tamucc.edu/downloads](http://it.tamucc.edu/downloads). You will need your Island ID and Password. The product key is on the page with the download link.
**RECOMMENDED TEXTS:**


**RESOURCES:**

OWL at Purdue – [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

**IX. EVALUATION, GRADE ASSIGNMENT, AND DELIVERABLES:**

Grades will be calculated based on A = 90-100; B = 80-89.9; C = 70-79.9; D = 60-69.9; F = 59.9 and below.

All Deliverables are graded on a 100-point scale and contribute to your final grade as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion and Participation</td>
<td>15 %</td>
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<tr>
<td>Reflexive Journal</td>
<td>15 %</td>
</tr>
<tr>
<td>CITI training certificate</td>
<td>10 %</td>
</tr>
<tr>
<td>Observation Exercise</td>
<td>10 %</td>
</tr>
<tr>
<td>Consent Form and Interview Protocol</td>
<td>10 %</td>
</tr>
<tr>
<td>Case Study</td>
<td>40 %</td>
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</table>

**DELIVERABLES:**

Successful completion of the following written products:

1. A *reflexive journal* with at least two entries per week for the duration for the class. Journals MIGHT be kept in bound books or in electronic file.

2. A copy of your *completed course certificate for human subjects’ protection (CITI)*, to be turned in with your case study. This should be completed before you do your first interview, or you will not be in compliance with IRB regulations, which has serious consequences for your and the instructor. The completion of this training is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.

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3. An observation exercise report, which will be discussed during the class.

4. A short case study (no more than 40 pages) with at least 6 participants, on a topic negotiated with the instructor. This project provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions. In the final report you should present:

   a) the problem or question you formulated;
   b) a description of the experience in general;
   c) a report of your chose methodology and any problems you encountered while collecting and analyzing your data.
   d) the substance of your findings (the case itself);
   e) a set of interpretations. What do the findings mean? What are the implications for practice? For a belief system? Answers to your research questions.

In part (e), a portion of this material (or perhaps all of it) should come from your reflexive journal.

You should not audiotape or videotape at least (3) interviews. A part of the skill-building in this course will be the process of learning to take strong, good fieldwork notes. In the same review, although it is a seductive medium, e-mail is not to be used for interviewing. There are distinctive learning experiences in face-to-face, one-on-one interviewing, and that is the appropriate method for this course. You will be able to tape at the most (3) interviews.

Each student must turn in, in preparation for conducting the case study, a consent form and interview protocol for the case. This course is conducted under the auspices of the Institutional Review Board for human subject protection of Texas A&M University Corpus Christi. For teaching purposes, I am the Principal Investigator for this class, and your projects will be carried out under my supervision. I will read your proposal, and return them, marked and annotated.

PLEASE NOTE: DO NOT BEGIN YOUR CASE STUDIES UNTIL PROPOSALS HAVE BEEN DISCUSSED and APPROVED.

GENERAL REQUIREMENTS RELATED TO ASSIGNMENTS AND THE CLASS.

- All written material should be double spaced, in Times New Roman 12 point font, 1 inch margins all around, with left justification only.

- Please use APA style of citation and references in your papers.

X. COURSE POLICIES:

Please understand that, despite the strict expectations outlined in this section, I do care about you as individuals, and I 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.

1. Academic Rigor
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.

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 have difficulty in 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.

As researchers we will discuss anticipated challenges while conducting qualitative studies, how to talk to scholars and practitioners across paradigms, and how to navigate the academic terrain. Please note that these discussions are critical in order for you to remain well informed about the academic journey that lies ahead of you.

2. Academic Competencies
There 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 write with an academic voice
- 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 transmit 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.

3. 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, all in-class meetings are mandatory. If you anticipate missing more than one class, then I strongly urge you to drop the class. Any absence in excess of a total of one class from in-class meetings will result in a decrease of 2 percent points per absence in your final grade. You are responsible for materials covered during your absence. Any discussion of explanation for your absences should be done privately so as not use our limited class time with individual scheduling concerns.

4. 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.

5. **Digital devices**
   
   **Cell phones must be turned off during class.** Use of laptops or iPads is encouraged. However, please do not check your email, text, IM, or engage in any other forms of social networking during class.

6. **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.

7. **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

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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.

8. Assignment Expectations
All assignments are mandatory and must be typed, double-spaced, written in Times New Roman 12 point font with 1 inch margins, numbered pages, and adhere to the guidelines as stated by the American Psychological Association (APA).
Assignments are to 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.
If I do not have your assignment and you have not contacted me about 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.

9. 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 you 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.

10. Diversity Statement: The department aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

11. Statement of Academic Continuity: In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Parts of this syllabus may be subject to change based on class needs. Students will be notified of all changes. Additionally, I reserve the right to widen point ranges on assignments as needed.
### XI. Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic &amp; In-class Activities</th>
<th>Required DUE Reading and actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 1 – Jan 26</td>
<td>Foundations of Qualitative Research</td>
<td>OL –</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Glesne – Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Familiarize yourself with APA</td>
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<td></td>
<td></td>
<td>Manual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Acquire &amp; Install EndNote</td>
</tr>
<tr>
<td>WK 2 – Feb 2</td>
<td>Overview:</td>
<td>CL –</td>
</tr>
<tr>
<td></td>
<td>● Syllabus / Goals / Objectives</td>
<td>• Glesne – Chapter 2</td>
</tr>
<tr>
<td></td>
<td>● Discuss deliverables, &amp; required texts</td>
<td></td>
</tr>
<tr>
<td>WK 3 – Feb 9</td>
<td>Observation Exercise</td>
<td>CL –</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Glesne – Chapter 3</td>
</tr>
<tr>
<td>WK 4 – Feb 16</td>
<td>Research Topics and Designs</td>
<td>OL –</td>
</tr>
<tr>
<td>Due: Observation Exercise</td>
<td></td>
<td>• Erlandson – Chapter 1</td>
</tr>
<tr>
<td>WK 5 – Feb 23</td>
<td>Subjectivities, Generalizations, &amp; Research questions and collecting data</td>
<td>CL –</td>
</tr>
<tr>
<td>Due: CITI training</td>
<td></td>
<td>• Glesne – Chapter 4: Making Words Fly: Developing Understanding through Interviewing</td>
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<tr>
<td>WK 6 – March 1</td>
<td>More in Collecting Data</td>
<td>CL –</td>
</tr>
<tr>
<td>Due: Consent form and interview protocol</td>
<td></td>
<td>• Erlandson – Chapter 2</td>
</tr>
<tr>
<td></td>
<td>More in Collecting Data</td>
<td>Attending the ELCI – Leadership conference on March 5</td>
</tr>
<tr>
<td>WK 7 – March 8</td>
<td>Qualitative Approaches of Inquiry</td>
<td>OL –</td>
</tr>
<tr>
<td></td>
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<td>• Glesne – Chapter 5: Personal Dimensions: Field Relations</td>
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<tr>
<td>SPRING BREAK – March 15</td>
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<tr>
<td>WK 8 – March 22</td>
<td>Data Analysis</td>
<td>CL –</td>
</tr>
<tr>
<td>Due: Sharing your data collection experience</td>
<td></td>
<td>• Erlandson – Chapter 3</td>
</tr>
<tr>
<td>Week</td>
<td>Topic &amp; In-class Activities</td>
<td>Required DUE Reading and actions</td>
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<tr>
<td>WK 9</td>
<td>Ethics in Qualitative Research</td>
<td>OL –</td>
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<tr>
<td>March 29</td>
<td>Due: Sharing your Journal</td>
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<td></td>
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<td>Glesne – Chapter 6: But is it Ethical?</td>
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<td></td>
<td>Considering What’s “Right”</td>
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<tr>
<td>WK 10</td>
<td>Trustworthiness</td>
<td>OL –</td>
</tr>
<tr>
<td>– April 5</td>
<td></td>
<td>Glesne Chapter 7 – Finding Your Story: Data Analysis</td>
</tr>
<tr>
<td>WK 11</td>
<td>Elements of a Case Study &amp; Peer debriefer</td>
<td>CL –</td>
</tr>
<tr>
<td>– April 12</td>
<td></td>
<td>Erlandson – Chapter 4 &amp; 5</td>
</tr>
<tr>
<td>WK 12</td>
<td>More in Data Analysis</td>
<td>OL –</td>
</tr>
<tr>
<td>– April 19</td>
<td></td>
<td>Erlandson – Chapter 6 &amp; 7</td>
</tr>
<tr>
<td>WK 13</td>
<td>Writing Qualitative Research &amp; Using software with Qualitative data</td>
<td>CL –</td>
</tr>
<tr>
<td>– April 26</td>
<td></td>
<td>Glesne Chapter 8 – Crafting Your Story: Writing Up Qualitative Data</td>
</tr>
<tr>
<td></td>
<td>Due: Sharing your data analysis experience</td>
<td></td>
</tr>
<tr>
<td>WK 14</td>
<td>Wrap-Up</td>
<td>CL –</td>
</tr>
<tr>
<td>– May 3</td>
<td></td>
<td>Erlandson – Chapter 8</td>
</tr>
</tbody>
</table>

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