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 empirical materials.

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. TExES COMPETENCIES: N/A

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. Develop an understanding of the relationship educational theorizing to the research process through an examination of a variety of theoretical orientations.
8. Formulate ways to compare and contrast different approaches to human inquiry: positivist, postpositivist, critical, feminist, and developments of these varying approaches, underlying values and assumptions, and their strengths and limitations.
9. Analyze the basic assumptions and implications of the identified research traditions and specify the inter-relationships among them. What assumptions about reality, knowledge, truth, rationality, and value does each tradition entail?

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:

IX. MAJOR COURSE REQUIREMENTS:

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:

- Discussion and Participation 10%
- Weekly Memos / Research Log 10%
- Research Purpose, Questions, & Rationale [2 parts combined] 10%
- Annotated Bibliography 10%
- Subjectivity Statement 10%
- Group Theoretical Frameworks Poster 10%
- Qualitative Notebooks – QN1, QN2, & QN3 30%
- Final Group Project 10%

DELIVERABLES:

- Weekly Memos / Research Log
  - List of terms – defined
  - Reactions to readings [not a summary] and in class discussions
- Annotated Bibliography
  - 10 sources – Scholarly journal articles - qualitative only
  - Use APA style
- Research Purpose, Questions and Rationale [2 parts]
- Subjectivity Performance
- Theoretical Frameworks Poster
- QN1 & QN2 - 2 Individual Qualitative Notebook write-ups
  - Incorporate rational, research purpose, & questions
  - Use information from readings
  - Interview – 2 Transcribed audio
  - Data analysis - Codes, Categories, & Themes
- QN3 - Final Group Research Project – Presentation and Write-up – will incorporate
  - Several of the previous assignments
  - Information from your reading and
  - In class activities

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
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 Corpus Christi Hall 116. 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.

7. **Professional Conduct and Academic Honesty**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

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. Cheating, plagiarism and other forms of academic dishonesty 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.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) *In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in one or more of the following: An F on assignment; report of incident to the dean; dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education and the University.*

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. **Dropping a Class;** I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Please see the current Academic Calendar at [http://www.tamucc.edu/academics/calendar/](http://www.tamucc.edu/academics/calendar/) for the last day to drop a class with an automatic grade of “W” this term.

11. **Grade Appeals:** As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

*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.*
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
</table>
| WK 1 – Aug 29 | Introduction to Qualitative Research | READ: GLESE – CHAPTER 1 PRIOR TO 1ST CLASS  
Handouts – 5 charts: Lather (1), Lather (2), Christ, The Chart, & The Research Process  
*Educational Researcher, 22*(2), 23-29.  
Support Readings  
Thousand Oaks, CA: Sage (WK1-Chapter 1) |
|        | Syllabus                                  | Dividing into Research Groups  
Discuss:  
• Interviews  
• Observations |
|        | Introductions                              |  
|        | Paradigms                                  |  
| WK 2 – Sept 5 | Exploring Qualitative Research | Glesne – Chapter 2: Prestudy Tasks: Doing What is Good for You.  
Saldana – Chapter 1: Genres, Elements, and Styles of Qualitative Research  
Bhattacharya – Unit 1  
Thousand Oaks, CA: Sage (WK2-Chapter 2)  
*Educational Researcher, 36*(1), 25-32.  
Support Readings  
Qualitative Inquiry, Sage Publications 5(4), 451-484.  
Worksheet 1: Identifying the Research Purpose |
|        | Research Topics and Designs                | Saldana – Chapter 3: Qualitative Research Design  
Bhattacharya – Units 2 & 3  
Support Readings  
Creswell – Chapter 3 – Designing a Qualitative Study  
Maxwell – Chapter 7 – Designing a Qualitative Study  
Worksheet 2: Qualitative Research Design Planning |
| WK 3 – Sept 12 | Research Purpose, Questions |  |
|        | Subjectivities and Theoretical Framework | Saldana – Chapter 1 [revisited]  
Thousand Oaks, CA: Sage (WK4-Chapter 3)  
*Educational Researcher, 17*(7), 17-22. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Log/Memo</td>
<td>Support Readings</td>
</tr>
<tr>
<td></td>
<td>Subjectivity</td>
<td>Bhattacharya – All You Need to Know About “Isms”</td>
</tr>
<tr>
<td></td>
<td>Performance – in class</td>
<td>Bhattacharya – Feminist Theories</td>
</tr>
<tr>
<td>WK 6 – Oct 3</td>
<td>Qualitative Interviews</td>
<td>Glesne – Chapter 4: Making Words Fly: Developing Understanding through Interviewing</td>
</tr>
<tr>
<td></td>
<td>Due: QN1 – 1st paper</td>
<td>Bhattacharya – Unit 5</td>
</tr>
<tr>
<td>WK 7 – Oct 10</td>
<td>Applied Qualitative Research</td>
<td>Saldana – Chapter 2: A Survey of Qualitative Data Collection Methods</td>
</tr>
<tr>
<td></td>
<td>Object Elicitation Interview</td>
<td><strong>Transcribe your interview data</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Support Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sample Interview Transcript</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interview Notes</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Required Reading</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>WK 8 – Oct 17</td>
<td>Qualitative Approaches to Inquiry</td>
<td>Glesne – Chapter 5: Personal Dimensions: Field Relations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saldana – Chapter 2 [revisited]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saldana – Chapter 4: A Survey of Qualitative Data Analytic Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bhattacharya – Unit 6</td>
</tr>
<tr>
<td></td>
<td>Theoretical Frameworks</td>
<td>in class</td>
</tr>
<tr>
<td>WK 9 – Oct 24</td>
<td>Representation and Ethics</td>
<td>Glesne – Chapter 6: But is it Ethical? Considering What’s “Right”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Support Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Worksheet 3: Ethics, Consequences, Academic Rigor</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>WK 10 – Oct 31</strong></td>
</tr>
<tr>
<td></td>
<td>Due: 2nd Qualitative Notebook</td>
<td>Glesne – Chapter 7: Finding Your Story: Data Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saldana – Chapter 4 [revisited]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bhattacharya – Unit 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Matrix of Codes, Categories, Themes</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>WK 11 – Nov 7</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Glesne Chapter 8 – Crafting Your Story: Writing Up Qualitative Data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Support Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>WK 12 – Nov 14</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saldana – Chapter 5: Writing and Presenting Qualitative Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>WK 13 – Nov 21</strong></td>
</tr>
<tr>
<td></td>
<td>Due: Log/Memo</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>WK 14 – Nov 28</strong></td>
</tr>
<tr>
<td></td>
<td>Due: QN3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>WK 15 – Dec 5</strong></td>
<td>Project Presentation</td>
</tr>
</tbody>
</table>
REQUIREMENTS FOR DELIVERABLES:

**Discussion and Participation (10%)**

Understanding qualitative inquiry requires a great deal of reading in unfamiliar discourses. In order to become acquainted with a broad variety of qualitative methods in education, it will be necessary for you to read, re-read, mis-read, co-read, and actively participate in class discussions. Be patient with yourself, as you will most likely mis-understand before you understand. Because qualitative research relies on informed reflection, I expect you to participate meaningfully and stay close to the readings and discussions in class. I expect you to be an active member of this learning community. In order to do this you need to have read and reflected on each week’s readings and in-class discussions. To help you reflect on your class readings, we will intermittently complete pre-class surveys regarding important points from the week’s readings.

This class requires a dedicated commitment to time investment. If you feel you will have to miss more than one class or cannot make a time commitment this semester, please discuss this with me during the first week of class, and I will help you decide on an appropriate course of action.

**Weekly Memos / Research Log (10%)**

Weekly Memos / Research Log is a space for you to record your thought process as you complete your journey through qualitative methods. This record should contain unfamiliar words and their definitions, thoughts regarding new constructs, research agenda and process, analytic memos regarding data analysis. This will help you begin to get in the habit of writing as you complete your dissertation research. You will be expected to memo during class as well as throughout the week as you complete your readings and design a qualitative study.

**Research Purpose, Questions, & Rationale (10%)**

During the course of this class, you will be working on designing 2 qualitative notebook projects – QN1 & QN2. Using an area of your interest based on the Higher Ed Project, write a rationale, research purpose, and research questions to guide your research purpose. Offer a rationale for your study that is based on the literature you find for your Annotated Bibliography. Refer to the rubric for this assignment for more details.

**Annotated Bibliography (10%)**

The rationale for creating an annotated bibliography is to introduce you to the process of completing a literature review. You will locate, read, and review 10 or more qualitative journal articles relating to your research purpose and interest area in regard to the Higher Ed Project. Your reviews are to be clearly written and well organized and should address the following elements:

- Research Purpose/Questions
- Theoretical (Conceptual) Framework
- Data Collection Methods and Sampling Procedures
- Data Analysis Methods
- Findings
- Conclusions
- Personal Reactions/Critique

**Theoretical Frameworks Poster (10%)**

As a group, you will represent your understanding of various theoretical frameworks in an artistic creative form, which will enable you to express your understanding consistently across each framework. You will include academic citation to inform your understanding. Read and reference the key scholars in this area. What are the key concepts within this framework? Include your own theoretical perspectives in relation to your theoretical frameworks. How does it inform your work? Why are you drawn to this particular framework? What will this framework allow you to do in your research project? What questions will it enable you to pursue?
Subjectivity Performance (10%)

This assignment will involve a creative performance/representation of who you are in the context of your study. You may choose to represent your position using presentation, digital scrapbook, poetry, performance, songs, interpretive dance, etc. The purpose of this assignment is for you to explore your own assumptions about your research interest, why that particular topic appeals to you, and your personal and professional investment in the topic. Refer to the rubric for this assignment for more details.

QN1 & QN 2 – Higher-Ed Project and Qualitative Notebooks (20%)

In this class, we are going to learn how to collect qualitative data and conduct preliminary data analysis, and report on preliminary findings. The topic of this research is the higher education journey. For the purpose of this project, students will interview each other and collect other sources of data.

You will conduct at least one interview of one hour length with another student, and conduct photo- and object-elicited conversations as relevant, and observations if applicable.

Two papers will be written, each using the rationale, research purpose, and questions you developed in the previous assignment. Each paper will be written from the perspective of a different theoretical framework and use the outline for the following parts:

- Epistemology
- Theoretical framework
- Research purpose and questions
- Methodology
- Methods of data collection [QN1 – future tense – I “will” | QN2 – present tense – I “did”]
- Data analysis [not included in QN1]
- Ethical issues
- Conclusions/Summary

QN1 – This paper is to be written in future tense, like a proposal. It will not contain data or data analysis. 8-10 pages.

QN2 – This paper is to be written in past tense, and will include your data and data analysis. 10 – 12 pages (not including Title Page and References)

Adhere to APA style. Qualitative research is written in first person. Use 12-point Times New Roman font, with 1-inch margins and include a Title and Reference Page.

QN3 – Final Group Project – Write-up & Oral Presentation Poster Session (20%)

Group Write-up:

For the QN3 assignment your group will write a journal article regarding the higher education journey based on a compilation of the data and other parts from each member’s QN1 and QN2 assignments. The group will need to decide on one Theoretical Framework and one Methodology to use.

Group Presentation Poster Session:

Additionally, each group will hold a poster session presentation on their study. This will include parts of your article on the higher ed journey as well as analytical process, findings, and implications.