COURSE NUMBER AND TITLE: EDLD 6385 ADVANCED QUALITATIVE RESEARCH

CATALOGUE DESCRIPTION: This is an advanced course in qualitative research. The course will provide an in-depth examination of various aspects of qualitative research including methods such as case study, phenomenology, etc. Emphasis will be placed upon practice in research design, multiple methods of data collection, and data analysis/coding.

COURSE CREDIT: Three hours of graduate credit

LOCATION OF CLASSROOM: Online (Class meetings via WebEx or A – Asynchronous)

TERM OFFERED: Spring 2020

INSTRUCTOR’S NAME: Gerri M. Maxwell, Ph.D.

EMAIL ADDRESS: gerri.maxwell@tamucc.edu

WEBSITE LOCATION: Blackboard

OFFICE: Faculty Center 219

OFFICE HOURS: Monday through Thursday 9:00 a.m.– 4:00 p.m. in my role as Department Chair for Educational Leadership. Other times by appointment. Easiest way to contact me 24/7 is via text at: 979 451 3001, my personal cell. I also usually respond to email in less than an hour or half day at the most. Thanks.

REQUIRED TEXTBOOKS:


ADDITIONAL READINGS/RESOURCES:

If you are looking ahead and thinking of doing a qualitative dissertation, I would highly recommend this text below for current and future reference:


Saldana Coding Manual Companion Website: https://study.sagepub.com/saldanacoding3e Film and Game lists as well as Exercise 1, and Final project info Pt. 2 can be located here

**PREFERRED PREREQUISITE:** EDLD 6384 Qualitative Research

**STUDENT LEARNER OUTCOMES:**
Develop an awareness of alternative philosophies and methods of qualitative research
Develop alternative research designs for various forms of qualitative research
Develop and critique various methods of data collection and analysis, depending on emerging and changing research design.
Critique data collection and analysis techniques in relation to relevant literature on qualitative research methods.
Critique your research project and suggested areas for improvement.
Work toward publication of the research project from the pre-requisite course

**CARNEGIE PROJECT ON THE EDUCATIONAL DOCTORATE (CPED) PRINCIPLES:**

Principle 4: Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
Principle 5: Grounded in and develops a professional knowledge base that integrates both practical and research knowledge that links theory with systemic and systematic inquiry.
Principle 6: Emphasizes the generation, transformation, and use of professional knowledge and practice.

**GOALS:**
Support the Development and Maintenance of Nationally Prominent Undergraduate, Graduate and Professional Programs
Provide a Learner- Centered Environment in which the Contributions of Faculty and Staff are Valued.
ATTENDANCE AND GRADING POLICY:

Grades for this course will be determined based on completion of the course modules and regular participation in all aspects of the course. In completing the written assignments, make sure to provide as much detail as possible and to use syntax grammar, spelling, and punctuation appropriate to graduate level academic discourse. Use of 6th editions APA is mandatory. This is an advanced methods course, and engagement is expected and necessary. Everyone in the class is a learner and everyone is a teacher. I want to emphasize our obligation to critical thinking, reasoned discussion, and self-critique.

COURSE OUTLINE:

Note: As the semester progresses, if slight modifications need to be made to the syllabus, these will be made only in the best interest/to the advantage of the student. This syllabus is the guide for the course. Additional detail on assignments is available in Blackboard under Course Content. Keep it close at hand and refer to all parts of it often. Blackboard will have additional course resources added as the semester progresses. Use Blackboard Course Content to help navigate this course as well.

*PLEASE NOTE: ALL DUE DATES ARE EITHER POSTED IN TURNITIN FOR MAJOR ASSIGNMENTS OR IN BLACKBOARD UNDER THE BLOG SECTION OR ON THIS SYLLABUS (CLASS PRESENTATIONS/PARTICIPATION EVENTS).

<table>
<thead>
<tr>
<th>Date</th>
<th>Content Covered</th>
<th>Activity</th>
<th>Upcoming &amp; Due Assignments</th>
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</thead>
<tbody>
<tr>
<td>Week of Jan. 21st Meet WEBEX Sat. Jan. 25th</td>
<td>Syllabus/Course Overview</td>
<td>IceBreaker Pattern/Coding Activity</td>
<td>Select a genre article from M&amp;R/Review critique assignment and sample in BB; assignment will be discussed in class and sample of assignment submission posted in BB under Course Content</td>
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<td></td>
<td>Maxwell Intro Lecture – The Art of Reflection and Saldana’s TQ Text/Patton Framework and Final Project as Course Assessment of Content</td>
<td>Wear a t-shirt that has a logo or other writing on it to the WEBEX session</td>
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<tr>
<td>Week of Jan. 27th ASYNCH</td>
<td>TQ Chapter 1</td>
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<td>Blog 1 &amp; 2 Blackboard</td>
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<tr>
<td>Week of Feb. 3rd Meet WEBEX Sat., Feb. 8th</td>
<td>M&amp;R Chap 1-3 Maxwell Lecture TQ Chap. 2 - Ismael</td>
<td>Film/Game - Sergio Genre Presentations on WEBEX – all class members</td>
<td>Read and review M&amp;R chapters/lecture notes and consider how components support the Patton Framework final project</td>
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| Week of Feb. 10<sup>th</sup> | **View Ms. Evers Boys**  
See Link in BB | **Genre Critique Paper Due**  
Blog 3 Blackboard |
|-----------------------------|------------------------|-----------------|
| Week of Feb. 17th  
Meet WEBEX  
Sat., Feb. 2nd | M&R Chap 4-6  
Maxwell Lecture  
TQ Chap. 3 -Maggie | Read and review M&R chapters/ lecture notes and consider how components support the Patton Framework final project |
| Week of Feb. 24th  
Meet WEBEX  
Sat., Feb. 29th | M&R Chap 7-8  
Maxwell Lecture  
TQ Chap. 4/8 -Jen | Read and review M&R chapters/ lecture notes and consider how components support the Patton Framework final project |
| Week of March 2  
ASYNCH | Saldana Companion Link Exercise #1 | **Coding Major Exercise #1**  
Due |
| Week of March 9-14<sup>th</sup>  
Spring Break | Spring Break | Spring Break |
| Week of March 16th  
Meet WEBEX  
Sat., March 21st | M&R Chap 9-10  
Maxwell Lecture  
TQ Chap. 5- Liz  
**First Round Coding Presentations** - All Class | First Round Sections:  
Grammatical – Ismael  
Elemental – Maggie  
Affective – Jen  
Literary -Sergio  
Exploratory – Val  
Procedural – Liz  
Read and review M&R chapters/ lecture notes and consider how components support the Patton Framework final project |
| Week of March 23rd  
ASYNCH | Read upcoming chapters as needed | Prep Second Round Coding Presentations  
Read and review M&R chapters/ lecture notes and consider how components support the Patton Framework final project |
| Week of March 30th  
Meet WEBEX  
Sat., April 4th | TQ Chap. 6- Valerie  
TQ Chap. 7-Sergio  
**Second Round Coding Presentations** – All Class | Second Round Sections:  
Pattern -Ismael  
Focused -Maggie  
Axial -Jen  
Theoretical -Sergio  
Elaborative Val  
Longitudinal – Liz |
<table>
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<tr>
<th>Week</th>
<th>Activity</th>
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<tr>
<td>Week of April 6th</td>
<td>MAXWELL TQ Chap 9-10</td>
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<tr>
<td><strong>ASYNCH</strong></td>
<td>Read and review M&amp;R chapters/lecture notes and consider how components</td>
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<td>support the Patton Framework final project</td>
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<td><strong>Coding Major Exercise #2 Due</strong></td>
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<td>Week of April 13th</td>
<td><strong>CASDAQ Presentations</strong> – All Class Members</td>
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<tr>
<td><strong>ASYNCH</strong></td>
<td>Maxwell Coding Final Lecture/Final Patton Framework Project Guidance</td>
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<td>Select a CASDAQ from the Saldana Companion link &amp; be prepared to present on it.</td>
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<td>Week of April 20</td>
<td><strong>Film/Game - Jen</strong></td>
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<tr>
<td>Meet WEBEX Sat., April 25th</td>
<td><strong>Prep final Patton Project</strong></td>
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<td><strong>Prep final Patton Project</strong></td>
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<td><strong>Prep final Patton Project</strong></td>
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<td>Week of April 27th</td>
<td><strong>CASDAQ research and presentation</strong></td>
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<td><strong>ASYNCH</strong></td>
<td><strong>WebEx Attendance and Active Class Participation (Expected) 8 x 10 points each</strong></td>
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<td><strong>Genre Critique</strong></td>
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<td><strong>Coding Exercise 1 – Saldana</strong></td>
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<td><strong>Coding Exercise #2-Write-up</strong></td>
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<tr>
<td>Week of May 4th</td>
<td><strong>Final Patton Framework Projects</strong> may be submitted for feedback up until 3 days prior to the due date.</td>
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<tr>
<td>Meet WEBEX Sat. May 9th</td>
<td><strong>Points</strong></td>
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**GRADING**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tr>
<td><em>Saldana (2015) Thinking Qualitatively Chapter Presentation</em> (expected class participation as below)</td>
<td>Expected</td>
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<tr>
<td><em>Saldana Coding (2016) presentations</em> (expected class participation as below)</td>
<td>Expected</td>
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<tr>
<td><em>Qualitative Research Genres article presentation</em> (expected class participation as below)</td>
<td>Expected</td>
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<tr>
<td><em>Film/Game presentations – Saldana companion website</em> (expected class participation as below)</td>
<td>Expected</td>
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<tr>
<td><em>Three Blogs</em> (expected class participation)</td>
<td>Expected</td>
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<tr>
<td><em>CASDAQ research and presentation</em></td>
<td>20</td>
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<tr>
<td><em>WebEx Attendance and Active Class Participation (Expected) 8 x 10 points each</em></td>
<td>80</td>
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<tr>
<td><em>Genre Critique</em></td>
<td>50</td>
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<tr>
<td><em>Coding Exercise 1 – Saldana</em></td>
<td>75</td>
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<tr>
<td><em>Coding Exercise #2-Write-up</em></td>
<td>75</td>
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<tr>
<td><em>Final paper - Patton Framework</em></td>
<td>100</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>400</td>
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Saldana (2015) Rubric for Chapter assignments on Thinking Qualitatively & Coding Class Presentations

_____1. Maximum 6-8 slides that capture major emphases in chapter/assignment
_____2. Presentation is well-organized.
_____3. Presenter(s) has command of the content of the chapter and does not rely solely on the slides for the presentations.
_____4. Presentation does not exceed 15 minutes.

Genre Article, Film or Game Presentation Rubric (see Saldana Companion link; choose #6 Group Exercises; scroll way down to see films and games; article selected from M&R text pgs. 32+)

_____1. Maximum no more than 3 slides that capture major emphases.
_____2. Presentation is well-organized.
_____3. Presenter has command of the content of the work (article, film or game) and does not rely solely on the slides for the presentations.
_____4. Presentation does not exceed 5 minutes.

CASDAQ Presentation

_____1. Maximum no more than 3 slides that capture major emphases.
_____2. Presentation is well-organized.
_____3. Overview of the coding software advantages and disadvantages (if any) is provided (2 additional slides).
_____4. Presentation does not exceed 15 minutes.

Genre Article Critique Rubric (article selected from M&R text pgs. 32+)

_____1. (5) Aligns with critique focus of the assignment; is not a summary of the journal article.
_____2. (5) Addresses why you selected the article
_____3. (5) Strengths of the article
_____4. (5) Weaknesses of the article if any (or areas for extension/elaboration)
_____5. (5) What you agree with and/or disagree with in the journal article
_____6. (5) Influence this article might have on future research projects
_____7. (5) Other key points you think are important to address
_____8. (5) Demonstrates your genius and insight (😊)
_____9. (10) Overall impression (stays within the word limit of 2500 words, is truly a critique, uses APA effectively, etc.)

TOTAL (50 points possible)

Coding Exercises #1 and #2
(See Blackboard for updated assignment/rubric information closer to date of assignment. Instructor will also provide in class explanation/expectations of the assignment.)

More explanation about the assignment will be posted in Blackboard closer to the due date of the assignment. Clearly demonstrates Saldana First and Second Round Coding via Excel or CASDAQ printout with explanation as needed. Includes a journal article style write-up of participant data in APA (see examples in Blackboard).
Final Patton Paper Rubric
(See additional assignment information/updated rubric under Course Content in BB and from instructor’s instructions.)

Addresses all of Patton’s Twelve components in the narrative and incorporates and makes at least 10 specific citations to course content/resources. Uses APA formatting - expected.

LATE POLICY: ALL WORK MUST BE SUBMITTED ON TIME. IF YOU ARE UNABLE TO SUBMIT AN ASSIGNMENT ON TIME, CONTACT THE INSTRUCTOR IMMEDIATELY. ONE FREE LATE SUBMISSION (NOT BEYOND 48 HOURS) WITH THE EXCLUSION OF THE FINAL PROJECT. USE IT WISELY. IF YOU FIND THAT YOU CANNOT KEEP UP WITH THE PACE OF THE COURSE DUE TO UNFORESEEN CIRCUMSTANCES, PLEASE DROP THE COURSE AND TAKE IT AT A LATER DATE.

GIVEN THAT YOU ARE AWARE OF THE DUE DATE OF THE FINAL PROJECT ALL SEMESTER, LATE FINAL PROJECTS CAN BE AWARDED ONLY HALF CREDIT.

Grade of Incomplete: Given to a student who is passing but has not completed a term paper, examination or other required work. The instructor and the student are required to complete the standard university contract form for each course in which the temporary grade of I has been assigned. The grade of I will be used only to allow a student who has encountered some emergency such as illness or an accident an opportunity to complete the requirements for a course. A grade of I reverts to a grade of F one year from the close of semester/term in which the grade was originally recorded if the course requirements have not been satisfied.

ONLINE DISCUSSIONS:
A Blackboard website is maintained for the course primarily as a reference tool. Points are awarded for blog participation. Throughout the semester, during online class weeks by class request, the instructor will conduct one combined online chat for Q&A for class members. Times TBA coordinated according to best fit for students.

STRATEGIES FOR SUCCESS:

1) Begin assignments well before the due date. Concurrent assignments are noted on this syllabus. This allows for differentiation for students who are ready to work ahead and need to plan ahead.
2) Assignments must be completed by the due date. Assignments must be sent to the instructor’s class email or to Turnitin.com if specified.
3) Keep a copy of all assignments until the course is completed and final grades are recorded.
4) Proofread carefully. Graduate work should be as close to error-free as is humanly possible.
5) Use APA format 6th edition whenever the assignment specifies this.

TURNITIN: This instructor subscribes to Turnitin and will use it as a tool to learn APA and as needed to ensure academic fidelity in student submissions. You will receive instructions regarding how to use Turnitin prior to submission dates. Those instructions will also be posted in Blackboard. Generally, any assignment over 15% will need to be revised to an acceptable level of similarity. This primarily refers to the Patton final paper for the course and the genre assignment.

Disability statement:
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 disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive.
Academic misconduct statement:
You are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to university disciplinary procedures. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules.

Forms of academic dishonesty:
1) Cheating: Using unauthorized notes or study aids, allowing another party to do one’s work/exam and turning in that work/exam as one’s own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2) Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3) Fabrication: Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor.
4) Plagiarism: Portrayal of another’s work or ideas as one’s own. Examples include unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.
5) Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6) Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7) Threat: An attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.

Other Forms of Academic Misconduct:
1) Failure to follow published departmental guidelines, professor’s syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.
2) Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
3) Failure to follow the instructor or proctor’s test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
4) Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
5) Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
6) Nondisclosure or misrepresentation in filling out applications or other university records.
7) Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

Non-academic misconduct:
The university respects the rights of instructors to teach and of students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with these rights will not be tolerated; examples include 1) interfering with the instructor's ability to conduct the class, 2) causing inability of other students to profit from the instructional program, or 3) any interference with the rights of others. An individual engaging in such disruptive behavior may be subject to disciplinary
action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures. Ongoing behaviors or single behaviors considered distracting (e.g., coming late to class, performing a repetitive act that is annoying, sleeping or reading a newspaper in class, etc.) will be addressed by the faculty member initially either generally or individually. Cases in which such annoying behavior becomes excessive and the student refuses to respond to the faculty member’s efforts can be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom the instructor may first request compliance from the student and if it is not received, an instructor has the authority to ask the student to leave the classroom. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including University Police Department. An individual engaging in such disruptive behavior is subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures to determine if the student should be allowed to return to the classroom.

**Harassment /Discrimination:**
Texas A&M University-Corpus Christi will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred by the facts given by the complainant. Sexual harassment of anyone at Texas A&M University-Corpus Christi is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the complainant’s immediate supervisor, a department head, a supervisory employee, the Dean of Students or the Office of Compliance. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.