COE/EDP 503: METHODS OF QUALITATIVE RESEARCH

Fall, 2011

INSTRUCTOR INFORMATION

Instructor: Elizabeth B. Kozleski, Professor
Email: elizabeth.kozleski@asu.edu
Work Phone: (480) 965-0391
Office Hours: I will be in my office from 9 to 5 on Mondays, Tuesdays, and Wednesday. Please make an appointment with Shaunna Price at shaunna.price@asu.edu. We can conference by phone or in person.
Office Location: Interdisciplinary B, Room 353

TA: Cean R. Colcord, Teaching Assistant
Email: cean@asu.edu
Work Phone: (602) 908-1879
Office Hours: I will hold virtual office hours using Blackboard chat on the Mondays that we do not meet between 8:00pm-9:00pm.

CLASSROOM LOCATION
Durham Language and Literature Building, Room 249

CATALOG DESCRIPTION
Terminology, historical development, approaches (including ethnography, ethnomethodology, critical theory, grounded theory, and hermeneutics), and qualitative versus quantitative social sciences, methods of inquiry.

Warning! This syllabus is designed to be read!

COURSE DESCRIPTION
The goals of this course are to provide: (1) a foundation for qualitative inquiry in educational settings and (2) a hands-on learning experience with conducting qualitative research on a topic of interest (e.g., a pilot study for your dissertation). We will address the following questions:

- What are the uses and benefits of a qualitative approach? What are the limitations?
- What are the similarities and differences between qualitative and quantitative research?
- How do theory and method connect in a qualitative design?
- How can we ensure ethical treatment of human subjects?
- What are specific qualitative methods and how are they used?
- How are qualitative data analyzed and interpreted?
- What are some strategies for writing up (and even publishing) qualitative research?
- Is qualitative research objective? Valid? Reliable? Generalizable?
- What is the researcher’s role in qualitative research?
- How can qualitative researchers be advocates for equity and social justice?

Through our readings, class discussions, and your individual research projects, we will sample an array of qualitative approaches and methods, including:
• Educational ethnography
• Case study
• Institutional history
• Oral history and narrative
• Teacher/action research
• Qualitative portraiture
• Participant observation and non-participant observation
• In-depth interviewing
• Content, document, and thematic analysis

You will have the opportunity to address the questions and experience the methods above by your participation in class, the assignments, and finally by creating a proposal for your own research study.

COURSE FORMAT

STUDENT LEARNING OUTCOMES

Upon completion of the course, students will be able to:
• Understand the uses, benefits, and limitations of a qualitative approach.
• Describe the similarities and differences between qualitative and quantitative research.
• Explain how theory and method connect in a qualitative design.
• Describe processes for ensuring ethical treatment of human subjects.
• Name specific qualitative methods and how are they used.
• Demonstrate how qualitative data are analyzed and interpreted.
• Identify and explain some strategies for writing up (and even publishing) qualitative research.
• Define the researcher’s role in qualitative research?
• Discuss the ways in which qualitative researchers can be advocates for equity and social justice?

CLASS MEETINGS

This is a hybrid class. Most of your work will be on-line. However, the entire class will meet on six occasions during the semester: 08/29, 9/26; 10/24; 11/07; and 11/28. There will be an orientation to the class on 8/22. In addition, for those of you who are unfamiliar with Blackboard, ASU’s online course management system, a Blackboard training session will be held on 8/22 that will cover all of the current features of Blackboard and how to use them to meet the expectations of the course. All face-to-face classes will begin at 4:40pm and go to 7:30pm on Monday evenings in the Durham Language and Literature building in room 249.

PARTICIPATION, PRACTICE, AND PERFORMANCE

Learning requires active participation. In this class, activity is defined by your consistent, prepared, and thoughtful participation in our online scholarly discourse. If you don’t participate, you won’t be learning. If you don’t read, you won’t learn. The readings are the lectures – that’s where you listen to the best researchers in the field lay out a piece of the puzzle that you’re trying to fit together. You’ve got two great textbooks and lots of articles that demonstrate how to do what you read about in the text. As Woody Allen is quoted as saying 80% of all success is showing up.

Second, to learn you need to practice. Malcolm Gladwell says that it takes 10,000 trials to become expert at something (Outliers, 2008). My job is to give you feedback so that all those trials are mediated and coached. So rather than spend time on preparing lectures, I’m going to spend my time with you giving you feedback on how you read, how you make sense, how you synthesize what you learned, and your specific practices.
Third, to be able to generate and build on what you know, you have to do it. Hence the notion of a performance that in our line of work means published research. Here your performance will be an APA formatted qualitative research proposal and a critique of a qualitative dissertation.

**HYBRID FORMAT**

The hybrid format gives instructors an opportunity that they might not otherwise have – we can create spaces on the Blackboard site for you to (a) extend your learning by accessing other sources of information, (b) support and scaffold your learning by making tools available as needs become apparent in our interactions; and (c) personalize our communication by using email to have sidebar conversations when you need to clarify, ask for help, share fuzzy thinking, or otherwise reach out. However, that means that you have to treat your Blackboard space like the learning space it is. Poke around, see what’s there and what’s not, ask for more information when you need to, connect with your peers, bring information into the space. This is a powerful opportunity to learn, but you have to show up and participate to make it work.

**FREQUENT FLYER REWARDS**

Each student will be responsible for summarizing and discussing readings in class via our class Blog, but each of you will also have to contribute to the discussions on the classroom Wiki too. You can earn up to 308 points in this class BUT there is a twist to those points. The points come in one of three categories: Participation, Practice, and Performance. You **cannot** earn an A, A-, or B+ unless you earn all 180 participation points. You **cannot** earn an A or A- if you do not earn all the practice points. The points for your performance reflect a standard grading scale where an A = 94% or better, an A- is 90-93%, B+ = 87 to 90%, B = 84 – 86%, a B- is 81 to 83%.

**REQUIRED COURSE TEXTS, MATERIALS, AND RESOURCES**


**COURSE CALENDAR**

All work for each week begins on the date specified. Blog and Wiki posts are due on Fridays. All other assignments are due on Wednesdays, with the exception of the Dissertation Critique, which is due on a Friday (October 24th).

For the first class on August 29th, we will read and discuss the Harry Wolcott article. We will also discuss the assigned readings from the textbooks so please have read them. There will be no Blog or Wiki posts due until September 9th. You will also write a one page biographical sketch that focuses on your identity, your professional experiences, and your career aspirations. Please post this by Wednesday August 24th. Post this assignment in the file exchange to share with fellow group members as well as submitting it in the safe assignment box.

Then, start working on the third class right away. Finish all of the readings and post your Blog and Wiki responses in your group by Friday September 9th at 9:00pm. On the weeks that we have a face-to-face class, have your readings prepared for class.
# Course Readings and Assignments Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/22</td>
<td>Introduction to Blackboard</td>
<td>1. Log onto MyASU and Review the Course using Blackboard</td>
<td>Review the main features of Blackboard</td>
<td>08/29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Introducing Me</td>
<td>Introducing Me Due on Wednesday August 24th</td>
<td></td>
</tr>
<tr>
<td>8/29</td>
<td>Introduction to the Course</td>
<td>1. The Syllabus</td>
<td>Class Discussion</td>
<td>09/05</td>
</tr>
<tr>
<td>9/05</td>
<td>Exploring what qualitative research is and isn’t</td>
<td>1. Bogdan &amp; Biklen: Chapter 1 &amp; 2</td>
<td>4 Blog Entries 6 Wiki Points</td>
<td>9/09</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Emerson, Fretz, &amp; Shaw: Chapter 1</td>
<td>(each chapter should be a separate discussion)</td>
<td></td>
</tr>
<tr>
<td>9/12</td>
<td>Issues of Validity</td>
<td>1. Bogdan &amp; Biklen: Chapter 3</td>
<td>3 Blog Entries 6 Wiki Points</td>
<td>9/16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Emerson, Fretz, &amp; Shaw: Chapter 2 &amp; 3</td>
<td><em>My Own Biases Due on September 14th by 9:00pm</em></td>
<td></td>
</tr>
<tr>
<td>9/19</td>
<td>Methodologies</td>
<td>1. Bogdan &amp; Biklen: Chapter 4 &amp; 5</td>
<td>3 Blog Entries 6 Wiki Points</td>
<td>9/23</td>
</tr>
<tr>
<td>9/26</td>
<td>Methodologies</td>
<td>1. Bogdan &amp; Biklen: Chapter 6</td>
<td>Class &amp; Group Discussions</td>
<td>10/05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Emerson, Fretz, &amp; Shaw: Chapter 5 &amp; 6</td>
<td></td>
<td></td>
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<tr>
<td>10/03</td>
<td>Methodologies</td>
<td>1. Bogdan &amp; Biklen: Chapter 7</td>
<td>3 Blog Entries 6 Wiki Points</td>
<td>10/07</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Emerson, Fretz, &amp; Shaw: Chapter 7</td>
<td><em>Field Note 2</em></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Activities</td>
<td>Due</td>
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</tbody>
</table>
| 10/10 | Methodologies | 1. Emerson, Fretz, & Shaw: Chapter 8  
6 Wiki Points | 10/14 |
6 Wiki Points | 10/21 |
6 Wiki Points | 11/04 |
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ACTIVITIES</th>
<th>DUE</th>
</tr>
</thead>
</table>
6 Wiki Points  
Data Analysis Due on November 16th by 9:00pm | 11/18         |
6 Wiki Points | 11/25         |
| 11/28 | Your Work                    | No readings. Be prepared to describe your research proposal to the class.                                                                                                                                                                                                                       | Class, Group & Individual Discussions  
Research Proposal Due on November 30th by 9:00pm | 12/05         |

**COURSE STRUCTURE/Approach**

1. This course will be taught using online and small group discussions in a seminar format. There will be a student moderator for each week. Every student will have the opportunity to moderate at least one week. The moderator will assume the responsibility of initiating and facilitating online discussions on the topic of the week.
2. All assignments must be prepared according to APA guidelines, version 6. Buy a copy of the APA manual, if you don’t have it already.
3. All assignments are due as specified on the course calendar. Prompt completion of assignments is necessary in order to build fieldwork skills in a cumulative manner. Late assignments will result in lower grades. Assignments will be turned in on our Blackboard site.
4. Complete a field-based participant-observation field note activity. These field notes will be coded and analyzed.
5. Required readings are listed in the course calendar. Course participants are responsible for reading each week’s readings prior to class when we meet in person and in time to participate on line when we are meeting virtually.
6. All students will be randomly assigned to groups.
7. Everybody posts in his or her own group’s Blog.
8. Everybody posts in the class Wiki.

**Blogging Groups**

In this class, students will use a group Blog to respond to the assigned readings. Remember, a Blog is a web-publishing tool that allows students to self-publish text, embed videos, add links, and post information. Because each of you have been randomly assigned to groups, the class will be organized into five groups. You will participate on a weekly basis in your group’s discussion of the readings through the blog process. If your name is listed for a particular date that means that you are the Moderator for the blog discussion of the readings for that week.
**MODERATORS DO THE FOLLOWING:**

- Post conversation starters for each article/chapter assigned for the week.
- Visit the blog at least once a day to extend, challenge, elaborate, define, or in some way continue to provoke conversation for each article.

**GROUP MEMBERS DO THE FOLLOWING EACH WEEK:**

- Read the assigned readings,
- Comment and respond to the group blogs on each reading.

For each reading, you must post at least three comments. Comments should be connected to the text, delve deeply into its meaning, and offer commentary in what is being revealed or what you are learning.

**Group Blog posts are due Every Friday following a non-face-to-face Monday class.**

**MODERATOR ASSIGNMENTS BY ETHNOGRAPHY GROUP**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 9</td>
<td>Levi</td>
<td>Darlene</td>
<td>Laura A.</td>
<td>Michelle</td>
<td>Sarah</td>
</tr>
<tr>
<td>September 16</td>
<td>Derek</td>
<td>Silva</td>
<td>Laura J-A</td>
<td>Thomas</td>
<td>Tiffany</td>
</tr>
<tr>
<td>September 23</td>
<td>William</td>
<td>Janet</td>
<td>Lauren</td>
<td>Tome</td>
<td>Theron</td>
</tr>
<tr>
<td>October 7</td>
<td>Lisa</td>
<td>Linda</td>
<td>Monica</td>
<td>Araceli</td>
<td>Traci</td>
</tr>
<tr>
<td>October 14</td>
<td>Stefanie</td>
<td>Erika</td>
<td>Heather</td>
<td>Kerrie-Ann</td>
<td></td>
</tr>
<tr>
<td>October 21</td>
<td>Kent</td>
<td>Izabela</td>
<td>Monica</td>
<td>Araceli</td>
<td>Traci</td>
</tr>
<tr>
<td>November 4</td>
<td>Stefanie</td>
<td>Izabela &amp; Erika</td>
<td>Lauren.</td>
<td>Tome</td>
<td>Theron</td>
</tr>
<tr>
<td>November 18</td>
<td>William</td>
<td>Linda &amp; Janet</td>
<td>Laura J-A</td>
<td>Heather</td>
<td>Sarah</td>
</tr>
<tr>
<td>November 25</td>
<td>Levi &amp; Derek</td>
<td>Darlene &amp; Silva</td>
<td>Laura</td>
<td>Thomas</td>
<td>Kerrie-Ann</td>
</tr>
</tbody>
</table>

**WIKI GROUPS**

Our course Wiki is a collaborative space. The Wiki will give each of you the chance to add, remove, and edit content posted by you and other members of your groups. Students will submit Wiki entries each week that class is held virtually. The entries will be words, terms, or concepts that you encountered in the readings, were unsure of, and/or think that they constitute key ideas. Your job is to look up and define these concepts in the wiki. Wiki posts should focus on the use, meaning, and explanation of key terms. You can start an original entry or edit the work of someone else. Either of these options constitutes an entry.

You can reduce the number of Wiki posts that you do each week by becoming increasingly precise and scholarly in your own entries or in your editing of the entries that others make. Here’s how it works.

Everyone will be required to earn 6 Wiki points per class. Those points can add up quickly depending on your status within the Wiki. You will start this class as an assistant curator. Each entry (either original or an edit of someone else’s entry) will earn you 2 points. If you stay at the Assistant Curator status, you will always have to make 3 entries to earn the total required wiki participation points of 6. But, if your entries are specific, complete, and well referenced, you can move your status from assistant to curator and accumulate 3 points per entry, reducing the number of wiki entries that you make to 2 per class. Master curators will earn 6 points per entry, reducing the number of wiki entries made per class to 1.
You can only change status in the next class. So, all students will be at assistant status the week of September 9th. However, your entries may earn you Curator status by September 16th and Master status by September 23rd.

**Grading Scale**

<table>
<thead>
<tr>
<th>Participation</th>
<th>Practice</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 204 (Blog+Wiki+Attendance +About Me)</td>
<td>70-74</td>
<td>28-30</td>
</tr>
<tr>
<td>A- 204</td>
<td>68-69</td>
<td>25-27</td>
</tr>
<tr>
<td>B+ 204</td>
<td>65-67</td>
<td>22-24</td>
</tr>
<tr>
<td>B 194</td>
<td>62-64</td>
<td>19-21</td>
</tr>
<tr>
<td>B- 187</td>
<td>59-62</td>
<td>17-19</td>
</tr>
<tr>
<td>C &lt; 187</td>
<td>&lt;59</td>
<td>&lt;17</td>
</tr>
<tr>
<td>F Miss more than 4 classes without permission from the instructor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Assignments**

<table>
<thead>
<tr>
<th>Type</th>
<th>Assignment Name</th>
<th>Assignment Description</th>
<th>Score/Points</th>
</tr>
</thead>
</table>
| **Participation = 204 points** | **Scholarly Discourse** | During each class session on line (which will run from Monday at 10 pm until Friday at 9 pm), participation will be determined by the following:  
• Students should post at least 1-3 meaningful blog posts on each reading, for each week that demonstrates familiarity with the text, application and synthesis level thinking.  
• Moderate at least one weeks' worth of online blogging.  
• Students should also contribute at least 1-3 Wiki posts that focus on the use, meaning, and explanation of key terms located within the assigned readings. Students should curate the content by adding, removing, and editing content posted by themselves and other members of their groups. | 10 points per class for Blogging  
6 points per class for contributing to the course Wiki  
10 points for each class attended |
<p>| <strong>Introducing Me</strong> | You’ll write a one page biographical sketch that focuses on your identity, your professional experiences, and your career aspirations. Please post this by the end of the first week of class. | 10 points |
| <strong>Practice = 74 points</strong> | <strong>Field Notes</strong> | 3 sets of field notes based on observations taken in a setting selected for its unfamiliarity to you. | 24 points |
| | <strong>Data Analysis</strong> | Code and write up your field notes in a summary log. | 30 points |
| | <strong>Conceptual Framework</strong> | Develop a conceptual framework or working hypothesis about a big question that you are considering studying. This will be shared in a blog post with the rest of the class. | 10 points |
| | <strong>My Own Biases</strong> | Develop a statement about yourself that identifies the | 10 points |</p>
<table>
<thead>
<tr>
<th>Type</th>
<th>Assignment Description</th>
<th>Score/Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>possible biases that you might bring to your research. Post this in class as a blog.</td>
<td></td>
</tr>
<tr>
<td>Critique 2:</td>
<td>Write a critique of a journal article following guidelines provided by instructor and addressing all criteria in the rubric.</td>
<td>15 points</td>
</tr>
<tr>
<td>Qualitative</td>
<td>Research Proposal that includes the following sections: Significance, research design, participants, data collection process and tools, and the proposed analysis methods.</td>
<td>15 points</td>
</tr>
</tbody>
</table>

**COURSE POLICIES**

**ATTENDANCE AND PARTICIPATION**

Class attendance and participation (e.g., discussion, activities, and assignments) are expected. Moreover, absence negatively affects the colleagues with whom you interact, work, and learn. Each absence will likely result in a lower grade. (See instructor after one absence.) This decision will be made at the discretion of the instructor.

If something occurs that necessitates missing a class, the student is responsible to inform the instructor prior to class, and the student is also responsible for turning in assigned work, obtaining class notes and handouts, and any additional assignments that occurred during the missed class from another student. Students needing to miss class due to participation in university sanctioned events will need to speak to the instructor prior to the missed class and will need to provide documentation.

You will earn 10 points for every class in which you attend (face-to-face classes) and in which you participate (on line and face-to-face). Over the semester, this means that you must earn 204 participation points to earn an A. If there are emergencies, you must consult with the instructor at the time, not post hoc.

**LATE AND MISSING ASSIGNMENTS**

Late assignments will be counted as missing and will not earn points.

**GRADE APPEALS**

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at [http://www.asu.edu/catalog/](http://www.asu.edu/catalog/).

All assignments must be word processed, submitted in safe assignment on Blackboard and prepared using APA format.
COURSE/INSTRUCTOR EVALUATION

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The e-mail will be sent to your official ASU e-mail address, so make sure this mail forwards to an account you check regularly. You can check this online by going to My ASU, choose Self Support and then E-mail Update (UPO). Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted.

Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is important and appreciated. The evaluations are used to (1) help faculty improve their instruction; (2) help administrators evaluate instructional quality.

UNIVERSITY/MARY LOU FULTON TEACHERS COLLEGE POLICIES

STUDENT CONDUCT

ACADEMIC INTEGRITY/PLAGIARISM

ASU policy states “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities.” For more information see http://provost.asu.edu/academicintegrity.

Each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately. “Plagiarism” means using another's words, ideas, materials or work without properly acknowledging and documenting the source. Plagiarism and cheating on assignments may result in failing this class, suspension, or expulsion. “All forms of student academic dishonesty, including but not limited to, cheating, fabrication, facilitating academic dishonesty and plagiarism” are prohibited conduct as outlined in the Student Code of Conduct and will be taken very seriously. To further review the Code, please refer to the following ASU website: www.asu.edu/aad/manuals/sta/sta104-01.html. Copies of the Student Code of Conduct can also be obtained on the first floor of the Student Services Building.

HARASSMENT

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. If you feel you are being harassed for these reasons, contact Student Life:

- Downtown campus: 522 N. Central Ave., Post Office Room 247, 480-496-4111
- Polytechnic campus: Administration Building suite 102, 480-727-1060
- Tempe campus: Student Services Building room 263, 480-965-6547
- West campus: UCB 301, 602-543-8152

ELECTRONIC COMMUNICATION

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (http://www.asu.edu/aad/manuals/usi/us104-01.html) and in the University’s Computer, Internet, and Electronic Communications Policy (http://www.asu.edu/aad/manuals/acd/acd125.html).
ACCOMMODATIONS

DISABILITY ACCOMMODATIONS FOR STUDENTS

Students who feel they may need disability accommodation(s) in class should obtain the necessary information from the Disability Resource Center on campus (http://www.asu.edu/studentaffairs/ed/drc/). It is the student’s responsibility to make the first contact with the DRC. Instructors may provide accommodations only as specified by the DRC documentation.

RELIGIOUS ACCOMMODATIONS FOR STUDENTS

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance, but must make arrangements for making up tests/assignments within a reasonable time as determined by the instructor.

MILITARY PERSONNEL STATEMENT

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see http://www.asu.edu/aad/manuals/usi/usig01-18.html

AGREEMENT

When you have finished reading this syllabus and exploring the Blackboard site, please write me an email telling me that you have read and understand the syllabus, and explored the website. If you have questions, please include them in your email to me.

Thanks for taking the time to read this syllabus!