



EdAd 698: Qualitative Research Methods

Texas A&M University-Commerce

College of Education and Human Services/Department of Educational Leadership

Course Syllabus

Fall 13

Instructor

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Remote

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Office Hours

Virtual office hours (see eCollege)

Course Information

Textbooks

American Psychological Association. (2010). *Publishing manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods* (5th ed.). Boston: Allyn and Bacon.

Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Lawrence-Lightfoot, S., & Davis, J. H. (2002). *The art and science of portraiture*. San Francisco, CA: Jossey-Bass.

Course Description

This is a research tools course. Using the foundation of the following qualitative research approaches: critical ethnography, phenomenology, case studies, grounded theory, and defining cultural themes and patterns, as a basis of all thick description, this course moves into the sociological/anthropological roots of qualitative research. It assists students in understanding how the problem statement must be related to the methodology and the outcome of the research, assists students in selecting proper qualitative methods, and allows students to pursue those methods within the general framework of the class. Students are urged to develop solid conceptual frameworks from the social sciences and to formulate reasonable research questions based on those frameworks. The development of doctoral proposals within the qualitative methodology is of major concern as is the development of qualitative methodology as a practical method of knowing and administering an educational organization.

Student Learning Outcomes

The purpose of the doctoral program is to produce a graduate who has developed breadth of vision, a capacity for interpretation, and the ability to carry out critical investigations. The doctoral student is expected to gain many new concepts, zeal for adding to the sum of human knowledge, and developing the ability to conduct original research and to think clearly and independently. The student must also develop the professional competencies necessary for giving application of knowledge in the essential areas of human and public interest. Guidance toward extended reading and research is an integral part of graduate study. To assist students in achieving the state purposes of the doctoral program, the following goals/objectives have been developed for this course. Upon successful completion of this course, students will,

- Develop an understanding of and uses for qualitative data collection methods.
- Analyze how qualitative research procedures compare to quantitative procedures.
- Be able to select appropriate data collection and analysis methods.
- Design and conduct a qualitative study.
- Examine ethical research issues.
- Demonstrate how to move from research idea, to research implementation, to the analysis and reporting of data.

Course Requirements

Performance Expectations

This is a doctoral standing only course. Therefore, performance evaluations need to fit with the purpose of the doctoral program and the expectations for the doctoral student stated earlier. To that end, the following student expectations for this course have been generated.

Qualitative Study (100 points; 50% of grade). Each student will locate a *peer-reviewed* journal that accepts submissions of the topic/genre of your qualitative study and submit for approval the publication/submission guidelines of the journal by the end of the first week of class. Complete and submit IRB paperwork including informed consent documents and interview questions. Prepare and submit your study proposal. Following instructor approval, conduct a qualitative study. Interview at least five people in person and tape record the individual sessions; the sessions should each last *at least* 1 hour. Prepare an article-length paper (20-25 pages with abstract, not including title page, references, or appendices) that adheres to the publication guidelines of the approved journal. The article will include the following sections: introduction, review of literature, methods, data collection, data analysis, conclusions, findings, recommendations for further research, summary, and references. Occasionally, journals will ask for submissions of less than the length required for class. In that instance, follow class page length guidelines. Use Times New Roman font, 12-point type, APA format, and one-inch margins. Do not include excessive, long quotes. *All* interview questions and transcribed interview responses with names and identifiers removed will be included as appendices. Be prepared to discuss your progress in class. Make sure you do not include extra spaces in the header/footer. Make sure there is no automatic spacing between sections and paragraphs. If you turn in a paper less than the required length, be prepared for a substantial point reduction that will be applied *before* the grading rubric is applied. Late work will not be accepted. This is not intended to be an assignment that uses work from other courses with a couple of pages of new

information added. You may use a few pages of your own literature review; all other information should be new. Turn It In will be used. Plagiarized work will earn a grade of 0.

Student Learning Outcome: Students will design and conduct a qualitative study and be able to select appropriate data collection and analysis methods.

Assessment Method: Your study will be graded using a Qualitative Study Rubric provided by the instructor.

Discussion Board Participation (100 points; 30% of grade). Participate in assigned discussion boards about the readings. You will also be assigned to discuss your collected data. Further, two discussion boards will be used to reflect on two different observations. To conduct each observation you will, for at least 1 hour, spend time at a place where you have never been, nor thought of previously going. These assignments are designed to offer you an experience in constructing a narrative about the view of an insider. You will have the opportunity to observe others in new settings, and tell two different stories from an insider's perspective. Record your experience in field notes and any other documents that help you tell the story. You will identify *themes* from your gathered data and reflect on your experiences in the assigned discussion boards. Be prepared to *tell your story* in the discussion boards. Do not upload attachments in the discussion board.

Student Learning Outcome: Students will utilize field notes to collect qualitative data. Students will reflect in discussion boards.

Assessment Method: Discussion boards will be graded by the instructor.

Final Exam/Poster Presentation (100 points; 20% of grade). The final exam will consist of a poster session and will occur during the last week of class. Each student will create a presentation consistent with AERA guidelines in every area except for poster specifications. Presentations must be edited and look professional. Each student should upload an approximately 10-minute verbal presentation of his/her research. Upload your presentation to eCollege Doc Sharing; select *Entire Class* as the viewing option. Late work will not be accepted.

Student Learning Outcome: Students will demonstrate how to move from research idea, to research implementation, to the analysis and reporting of data.

Assessment Method: Your presentation will be graded using a Poster Presentation Rubric provided by the instructor.

Grading

While the final course grade is the sole judgment of the professor, the following scale will be used as a guide.

Qualitative Study	50%
Discussion Board Participation	30%
Final Exam/Poster Presentation	20%

There are no provisions for late work.

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Technology Requirements

Online courses and courses with online sessions require some technological resources, including:
 1) access to a computer with Internet access (high-speed preferred), 2) headset/microphone, 3)
 computer speakers, and 4) Word processing software (Microsoft Word preferred)

Our campus is optimized to work in a Microsoft Windows environment. This means that our course works best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). Your online courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a browser Test prior to the start of your course. To launch a browser test, login in to eCollege, click on the “myCourses” tab and then select the browser test link under Support Services.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo; all class emails from your instructors will be sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email us via the eCollege email system or your MyLeo email as our spam filters will catch yahoo, hotmail, etc. and we will not check for your email in spam.

Access and Navigation

eCollege

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

Course Organization

This course is organized by units based on qualitative research traditions. The course is organized for a semester session. Some topics occur across multiple weeks. Unit opening and closing dates are posted in eCollege. All assignments must be submitted by the posted due date.

What to Do First

Download syllabus. Post autobiographical information in the Student Lounge in eCollege.

How to Proceed with Class Activities Each Week

1. Read the assigned readings, links, and other resources provided in the syllabus and in the eCollege units. Listen to and participate in class discussion sessions. Links to documents are provided in the course units or in class.
2. Respond to posted discussion board questions, as assigned, using the eCollege discussion tool. Links to the discussion boards are found under each unit of the course on the left navigation bar of eCollege.
3. Complete the course assignments according to the instructions provided in this syllabus and the professor.

eCollege Technical Concerns

Chat Support. Click on *Live Support* on the tool bar within your course to chat with an eCollege Representative.

Phone. Call 1-866-656-5511 (Toll Free) to speak with an eCollege technical support representative.

Email. Email helpdesk@online.tamuc.org to initiate a support request with an eCollege technical support representative.

Communication and Support

Quality of Course Communication

We will be sharing personal experiences and individual reflections as we discuss course concepts. You are encouraged to share your personal and professional experiences. However, in order to assure that we can have a free and open discussion, we expect each person to respect the confidentiality of classmates. At the same time, you are asked to exercise good judgment in what you choose to share, avoiding non-public or competitively sensitive information.

Interaction with Instructor

Email is the best way to reach the instructor during weekdays. During the work week, a reply will be sent within 48 hours depending upon the time your message was received. If you do not receive a response, please assume your message was not received and contact the instructor via telephone.

We will have access to and begin using eCollege the first day of class. If you are not familiar with the use of eCollege or the Library Online Services, please avail yourself of the online tutorials easily accessible through your MyLeo web page. It will be especially critical for you to check your MyLeo email everyday.

Course and University Procedures/Policies

Writing Style

All papers must be written according to the 6th edition of the APA Writing Style Manual. Papers must include references formatted using the APA style manual. All citations and references must be made using the APA style manual (6th edition). Please use the following format for all your documents: New Times Roman, double-spaced, one-inch margins, and 12-point type.

Dropping a Course

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled "Drop a class" from among the choices found under the myLEO section of the Web page.

Administrative Withdrawal

This is a doctoral level course. Missing more than 2 times (online for face-to-face, depending on the format of the course) will result in further grade reduction and/or requesting that the registrar drop the student's name from the course roll.

Incomplete Grades

Per university policy, you must visit with the instructor, develop, and sign "Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks" (Policy A 122.07, 1998). You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

Academic Honesty

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Please see the *TAMU-C Graduate Catalog* (2001-02, pp. 17-18) and the *Publication Manual of the American Psychological Association* for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information.

Recommended websites to review include:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Common Decency

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide Handbook, Policies and Procedures, Conduct).

ADA 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 disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).