

## Qualitative Research Methods

EMR 6480 ▪ Spring 2018 ▪ Jan 8 – Apr 28, 2018

Thursdays 6:00-8:45 p.m.

Sangren Hall, Room 4320

37.5 Contact Hours/3 Credits

Prerequisite – EMR 5400

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Office Hours – By appointment

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This syllabus contains the policies and expectations I have established for EMR 6480. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. The standards and requirements set forth in this syllabus may be modified at any time by the course instructor with notification provided to you in class.

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**Course Description** “A study of the philosophical and methodological foundations of naturalistic research in education. Students will develop skills in planning and conducting naturalistic studies in education. Standards for judging naturalistic inquiry will be studied and applied to selected naturalistic study reports” (WMU Graduate Catalog, 2017-2018).

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**Course Objectives** **Students will:**

- Demonstrate understanding of the epistemological foundations
  - Examine and compare qualitative research traditions
  - Differentiate between various inquiry paradigms
  - Critique and analyze the quality of qualitative research
  - Reflect on positionality of self as researcher
  - Implement fieldwork methods, analyze data, and articulate interpretations
  - Write a qualitative research analysis, including
    - research problem and purpose
    - research questions
    - appropriate qualitative methodology
    - sample and selection criteria
    - access to site, setting, or participant pool
    - recruitment and consent
    - data collection plan
    - recording and handling data
    - memos and bracketing
    - data analysis, reduction, and interpretation
    - confirmation of findings
    - reporting results
  - Offer constructive feedback of own and colleague’s work
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| <b>Course Content</b>       | This course has two main purposes. First, it provides an introduction to qualitative research traditions and complementary research design and data collection approaches. Second, it provides students with an intensive experience in qualitative research conceptualization, design, planning and execution. Through a combination of readings, discussions, and class exercises, students will be introduced to significant issues regarding qualitative research and will examine how these issues are resolved from different qualitative research traditions or application of specific research methods. In the applied portion of this course, students will demonstrate what they have learned through the design of a pre-proposal for a qualitative study. Additionally, students will gain experience in the collection and analysis of qualitative data via simulated research activities.   |
| <b>Course Strands</b>       | <b>Strands One: Understanding the Theory and Logic of Conducting Qualitative Research</b> <ul style="list-style-type: none"><li>• Reading Appropriate Literature</li><li>• Creating A Study Guide of Your Understandings</li></ul> <b>Strand Two: Understanding Other’s Qualitative Research Studies</b> <ul style="list-style-type: none"><li>• Identifying, Analyzing, &amp; Presenting Others’ Articles</li></ul> <b>Strand Three: Conducting Qualitative Data Collection &amp; Analysis</b> <ul style="list-style-type: none"><li>• Coding and Theming Brene Brown’s Work</li><li>• Conducting Field Observations, and Individual Memo-ing and Group Memo-ing</li><li>• Conducting &amp; Creating: Interviews, Transcriptions, Memos, Individual &amp; Group Codes, Group Categories &amp; Group Themes</li></ul> <b>Strand Four: Planning Qualitative Studies, Writing a Prospectus</b> <ul style="list-style-type: none"><li>• Writing a Prospectus on Each Aspect of the Plan (See Outline)</li><li>• Sharing the Main Ideas of Your Prospectus with Others—Research Fair</li></ul> |
| <b>Time Commitment</b>      | Depending on how fast you read and write, you can anticipate that this course will require around 8-10 hours per week. This time is mainly spent on readings, communicating with classmates, field work, and completing assignments. Inability to meet the time requirement will greatly reduce your learning experience in this course, and may impact your ability to fulfill course requirements.   |
| <b>Reading Requirements</b> | The expectation is that you complete the readings prior to class. We have an aggressive schedule. If you get behind, it is difficult to catch up. The readings contain a broad array of scholarly and contemporary ideas and are designed to promote deep reflection and insight into different aspects and ways of viewing qualitative research.<br><br>As you prepare for each class I encourage you to consider your reactions to the authors’ ideas and prepare to share your thoughts in class. You may want to consider (a) does the author reveal personal bias?, (b) how do the concepts apply to your professional work?, and (c) how do your own experiences support or refute key concepts in the readings?.  |

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| <b>Web-Enhanced Course</b>               | This course is presented as a face-to-face web-enhanced course, meaning we will use Elearning online tools to improve the learning experience. All materials will be available for download from WMU's Elearning system and students will be expected to submit assignments in Elearning Dropbox.   |
| <b>Attendance Policy</b>                 | Regular attendance is required for each class session along with full participation in out-of-class activities scheduled for weeks with no in-class sessions. Students are expected to arrive in class at the scheduled start time, remain for the full scheduled class time, and be fully engaged during that class time. If, due to an unavoidable emergency, you must miss all, or a portion, of a class, it is your responsibility to notify the instructor, provide written verification of the emergency, and make arrangements with a fellow student to make up work and/or to obtain class notes and assignments. Missed class time will significantly impact a student's grade.  |
| <b>Respect for Others</b>                | A characteristic of qualitative inquiry is gaining a better awareness of one's values, beliefs, and biases. We may address sensitive topics (gender, race, culture, religion, ability, sexual orientation, socioeconomic status, age, methodological preferences, etc.) through the readings and discussions and well as exploring how values, beliefs, and biases influence approaches to research and analysis. To foster a learning community, openness to and respect of various perspectives and backgrounds is essential. I will promote full participation and contribution by all members. While you will not embrace all views, I ask that varied viewpoints are allowed to be expressed, thoughtfully considered, and respected by all. |
| <b>Preferred Name and Gender Pronoun</b> | If you prefer to be called a different name than what is indicated on the class roster, please let me know. Additionally, this course affirms people of all gender expressions and identities. Feel free to inform me on your preferred gender pronoun.   |
| <b>Need for Accommodations</b>           | Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and the Disability Services for Students office <a href="http://www.wmich.edu/disabilityservices">www.wmich.edu/disabilityservices</a> .  |
| <b>Diversity Statement</b>               | The University and Department of Educational Leadership, Research & Technology (ELRT) EMR program maintains a strong and sustained commitment to the diverse and unique nature of all learners and high expectations for each student. A general resource got Diversity can be found at Division of Student Affairs <a href="http://www.wmich.edu/students/diversity">www.wmich.edu/students/diversity</a> .  |

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**Professional Concerns**

You are responsible for making yourself aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Graduate Catalog at

<http://catalog.wmich.edu/content.php?catoid=25&navoid=1030>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

WMU aspires to be a community of academics and professionals who value the diverse perspectives and experiences each individual brings to the university community. These differences contribute to a rich and vibrant academic environment which strives to broaden our understanding of complex issues and gain new insights of the world. Although our perspectives, ideas and opinions may vary, each person is valued and treated respectfully. Several University policies speak to this goal: 1) prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe the Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy can be found at [www.wmich.edu/sexualmisconduct](http://www.wmich.edu/sexualmisconduct); 2) the Faculty Senate Religious Observances Policy (MOA-07/02) was passed by the Senate in May, 2007 and approved by the provost and president in June, 2007 can be found at <http://bit.ly/2zRjxZI>.

Please note that members of the Jewish faith may participate in two religious observances during the first few weeks of the new academic year. Rosh Hashanah observances begin at sunset on Sunday, Oct. 2 and continue through Tuesday, Oct. 4. Yom Kippur observances begin at sunset on Tuesday, Oct. 11 and continue through Wednesday, Oct. 12. The Interfaith Calendar available at [www.interfaithcalendar.org](http://www.interfaithcalendar.org) is a helpful resource for identifying religious observance dates; and 3) The Faculty Senate, provost and president approved an aspirational Civility Statement in May, 2016 which can be found at [http://wmich.edu/sites/default/files/attachments/u370/2016/Civility%20Stmt.7-27-16\\_0.pdf](http://wmich.edu/sites/default/files/attachments/u370/2016/Civility%20Stmt.7-27-16_0.pdf).

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**Plagiarism and Academic Honesty**

Since this course is one that requires you to do research it is logical to expect that we will help you to do research well. It is our hope that your learning experiences across this program of study promote an atmosphere of academic integrity that values “the pursuit of scholarly activity in an open, honest and responsible manner” (Academic Honesty Policy). As faculty, we see this as a shared responsibility with our students. Our goal here is to develop your conceptual understanding of plagiarism, help you to detect it and ultimately, help you to avoid engaging in it. As noted by Lipson and Reindl (2003), “[u]niversities tend to rely on three explanations for academic conduct violations:

1. criminal plagiarism describes the actions of students who knowingly and intentionally claim others' work as their own;
2. sloppy scholarship describes the actions of students who know the rules for proper citation... [but] engage in scholarship of inexcusable carelessness; and
3. ignorance of the rules ” (p. 8).

Students who take this class must be prepared to submit electronic copies of some or all assignments. The University expects that all students will be evaluated and graded on their own work. If you use language, data, or ideas from other sources, published or unpublished, you must acknowledge and properly cite those sources. Failure to do so may constitute plagiarism or other violation, see above reference to University policy. To detect and deter plagiarism, encourage responsible student behavior, improve student learning, and ensure greater accountability, assignments for this class may be submitted for textual similarity review to Turnitin.com and/or other resource. Papers that are submitted to Turnitin.com become part of the Turnitin.com database (student identities are protected) solely for the purpose of detecting plagiarism of such papers. Students agree that by taking this course all required papers maybe subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site. The results of a Turnitin.com originality report or other resources may be used as evidence to charge you with plagiarism or other offense. If that is the case, you will be referred to the Office of Student Conduct.

If you wish to request that your paper(s) not be included in the Turnitin.com reference database, I need to receive your request in writing prior to submission of any course assignments; the paper(s) can then be processed and reviewed accordingly.

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| <b>Required Texts</b>                                     | Merriam, S. B., & Tisdell, E. J. (2016). <i>Qualitative research: A guide to design and implementation</i> . San Francisco, CA: Jossey- Bass.<br>Creswell, J. W., & Poth, C. N. (2017). <i>Qualitative inquiry and research design: Choosing among five approaches</i> (4 <sup>th</sup> ed.). Thousand Oaks, CA: SAGE Publications, Inc.<br><i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, D.C.: American Psychological Association.  |
| <b>Other Texts and Readings</b>                           | <ul style="list-style-type: none"><li>• This course will make use of several required and suggested readings that will be provided throughout the semester.</li><li>• Additional readings will be added to ELearning under 'Content'.</li><li>• Materials used in connection with the course maybe subject to copyright protection.</li></ul>   |
| <b>Assignment Submissions</b>                             | Students are required to submit assignments to the digital Dropbox via the online course web site (WMU ELearning) in Word file format only. Do not submit any homework in a *.PDF or other format, it will be returned ungraded and any repost will be considered late if past the assignment closing date. If you are unable to meet this requirement, please inform the instructor immediately. The Word attachment requirement allows for easy handling and instructor based feedback to the students (i.e., track changes). When the Dropbox closes for a given assignment you will still be able to submit the assignment via this portal; however, you may be numerically penalized for the late submission.        |
| <b>Steps for Using Dropbox to Submit Your Assignments</b> | Save the completed Word document so that the instructor knows (by the filename) what assignment is being submitted, who is dropping the assignment, and completion date. For example:<br><b>EMR6480_[Your Last Name] _Interviews _1_12_18.docx.</b><br><br>YOUR last name MUST be included within the file name. Log into ELearning for this course, click on the Assessments tab, select Dropbox, find the correct assignment name and upload your file. Please do not email the instructor to check the status of an assignment placed in the Dropbox. If you submit successful and you have notifications turned on, you should receive an automatic email confirmation. I recommend keeping these in an email folder. |

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**Late and Careless Work**

Timely completion and the quality of your work will contribute to your overall course grade. In fairness to all, a penalty will be imposed for any work submitted late. Generally speaking, the penalty will be between 10 and 20% of the point value of the homework. Extenuating circumstances will be considered with proper documentation. Course grades are based on total points from homework assignments, exams, and participation/discussions (F2F and online), as described herein. Professionalism in all course-related endeavors and active online participation is expected. All work will be evaluated based on accuracy, adherence to guidelines, due dates, thoroughness, evidence of effort, evidence of professionalism, evidence of data integration, writing structure, coherence and mechanics, and APA style. Be sure to check, proof, and edit all work submitted.

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**Grading Criteria**

All assignments are to be completed by the designated deadlines, unless alternate arrangements are made with the instructor. Final grades will be computed and translated into letter grades using the following scale:

| Grade | Percentage |
|-------|------------|
| A     | 95-100     |
| BA    | 90-94      |
| B     | 85-89      |
| CB    | 80-84      |
| C     | 75-79      |
| DC    | 70-74      |
| D     | 65-69      |
| E     | 60-64      |

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**Incomplete**

WMU Policy on Incompletes: This is a temporary grade which the instructor may give to a student when illness, necessary absence, or other reasons **beyond the control of the student** prevent completion of course requirements by the end of the semester or session. This grade may not be given as a substitute for a failing grade.

An incomplete is a temporary grade and can only be removed by the professor that granted it. University policy stipulates that all work must be completed within one year. If the remaining tasks for the course are not completed within this time period, the incomplete grade is automatically translated into an 'X'. This grade has the same impact on the GPA as an 'E'.

A grade of I is not figured into the GPA until it is replaced with another grade. Students should not re-register for the class, but should work with the instructor to complete the outstanding assignments.

If you need to request an incomplete grade, discuss the matter with me as early as possible. Do not wait until the last week of the semester or term.

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**APA Style**

Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers are to be submitted using APA 6<sup>th</sup> Edition format (e.g., 12 point Time New Roman font, double spaced, one inch margins).

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**Final Project**

The final project is your qualitative research proposal. For those taking EMR 6580 Qualitative Research Practicum, you will use the proposed research plan created in this class as your research project. The proposal is to be completed in several stages each building upon the previous with sections due throughout the semester. You will receive feedback after each submission. The project culminates in a final research proposal to be exhibited in a research fair during the last class.

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## Course Assignments at a Glance

| Assignment  | Short Description  | Due       | Points     |
|---|--|-----------|------------|
| <b>Strand 1 – Knowledge of Qualitative Research Traditions and Methodology (49 pts)</b> |  |           |            |
| 1a_Organizer  | Create a course management system                                | 1/18/2018 | 5          |
| 1b_StudyGuide   | Complete the study guide table with critical learning objectives | 3/18/2018 | 44         |
| <b>Strand 2 – Critical Analysis of Qualitative Studies (50 pts)</b>                     |  |           |            |
| 2a_ArticleSelection   | Selection of two articles  | 2/4/2018  | 20         |
| 2c_ArticlePresentation  | Present a critical analysis to the class                         | 2/18/2018 | 30         |
| <b>Strand 3 – Conducting Qualitative Data Collection and Analysis (61 pts)</b>          |  |           |            |
| 3a_BreneBrownActivity   | Analyze Brené Brown transcript                                   | 1/21/2018 | 12         |
| 3b_FieldObservation   | Conduct field observations in teams                              | 1/31/2018 | 15         |
| 3c_InterviewDebrief   | Respond to the in-class interviews                               | 2/7/2018  | 5          |
| 3d_Transcription  | Transcribed best interview                                       | 2/28/2018 | 7          |
| 3e_Memos  | Created four memos   | 3/30/2018 | 12         |
| 3f_DataPresentation   | In groups, present on the qualitative process and findings       | 4/12/2018 | 10         |
| <b>Strand 4 – Qualitative Research Proposal (60 pts)</b>                                |  |           |            |
| 4a_ResearchPlanningTable  | Complete qualitative research planning table                     | 2/11/2018 | 7          |
| 4b_Sections1-2  | Research proposal sections 1-2                                   | 2/25/2018 | 6          |
| 4c_Sections1-2-3-A-B  | Research proposal sections 1-3, A, & B                           | 3/25/2018 | 20         |
| 4c_ResearchProposal   | Complete full research proposal                                  | 4/20/2018 | 22         |
| 4d_ResearchFair   | Present full proposal at 'Research Fair'                         | 4/26/2018 | 5          |
| <b>Total Course Points Available</b>  |  |           | <b>220</b> |

## Rubrics for Course Assignments

### EMR 6480 Qualitative Research

#### Assignments

In this course, assignments will assist the student to begin practicing habits of quality work regarding qualitative inquiry. The course is a journey through the process of systematically documenting your qualitative endeavors in a manner that allows you to track your path from beginning, reflect on your encounters, to how and where you ended. The work associated with this course is intended to provide you the foundation needed for your next steps in qualitative inquiry at your fingertips.

#### Strand 1: Qualitative Management

The need for sound project management permeates all aspects of qualitative research. Qualitative researchers must document and communicate all project decisions. Among other things, it is important for the qualitative researcher to set clear expectations from the onset, maintain consistent identification, structure, and names for files, establish procedures regarding collection, transcription, management, and analysis of data, develop and implement coding schemes, ensure consistency among multiple coders, and establish a review and verification process.

#### Assignment 1A

##### Set up a Course Management System

Students will set up a course management system for course materials, activities, assignments, and work. This can be completed in hard copy with a tabbed three-ring binder, online using the Live Binder or similar system, or folders set up on your computer. The purpose is to insure that students have quick access to all course materials and work in progress both during face-to-face class time and while completing projects between classes.

#### Grading Rubric for Strand 1: Assignment A

| At a minimum the management system includes the following             | 0 – no | 1 - yes | Total     |
|---|--------|---------|-----------|
| Course syllabus   |        |         | /1        |
| Important information (e.g., group contacts, interviewees, maps, ...) |        |         | /1        |
| Assignments (completed and in progress)                               |        |         | /1        |
| Study guide in progress   |        |         | /1        |
| Research proposal in progress   |        |         | /1        |
| <b>Total</b>  |        |         | <b>/5</b> |

**Assignment 1B**  
**Develop a Course Study Guide**

Students will set up a course study guide using the study guide template found in the Elearning template section. The purpose of the study guide is to engage in the reading, make scholarly reflections, and have a resource that will serve you in future qualitative endeavors. Students are responsible for completing the study guide weekly and study guides are subject to random checks throughout the semester.

**Grading Rubric for Strand 1: Assignment B**

|                             | <b>0 – did not include</b> | <b>1 – missing most information</b> | <b>2 – missing some information</b> | <b>3 – included most information</b> | <b>4 – included all information</b> | <b>Total</b> |
|-----------------------------|----------------------------|-------------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|--------------|
| Case Study                  |                            |                                     |                                     |                                      |                                     | /4           |
| Phenomenology               |                            |                                     |                                     |                                      |                                     | /4           |
| Ethnography                 |                            |                                     |                                     |                                      |                                     | /4           |
| Narrative                   |                            |                                     |                                     |                                      |                                     | /4           |
| Grounded Theory             |                            |                                     |                                     |                                      |                                     | /4           |
| Philosophical Assumptions   |                            |                                     |                                     |                                      |                                     | /4           |
| Working with Human Subjects |                            |                                     |                                     |                                      |                                     | /4           |
| Data Collection             |                            |                                     |                                     |                                      |                                     | /4           |
| Data Analysis               |                            |                                     |                                     |                                      |                                     | /4           |
| Trustworthiness             |                            |                                     |                                     |                                      |                                     | /4           |
| Additional Notes            |                            |                                     |                                     |                                      |                                     | /4           |
| <b>Total</b>                |                            |                                     |                                     |                                      |                                     | <b>/44</b>   |

**Strand 2: Critical Analysis of Qualitative Studies**

Students will select two qualitative articles from a credible peer reviewed research journal in your academic field or profession. Each article should highlight a different qualitative methodology (tradition). Student need to critically select their articles ensuring they represent **actual** qualitative research studies and **are not** dissertations, **do not** represent mixed methods (i.e., use both qualitative and quantitative inquiry), and **are not** a meta-analysis of other studies.

**Assignment 2A**  
**Selection of Qualitative Studies**

Students are encouraged to select articles related to the topic that will be used to develop the research proposal for this class. Searching for the articles should begin right away to allow the time needed to use them for background regarding the research topic. The articles will be used on the following two assignments, so careful selection is critical.

Read the articles for ways they inform your class research proposal and for an examination of the qualitative methods employed in the study. Cite the articles in your research proposal and develop the presentation critique described below for presentation to the class. Feel free to bring the research articles to class to ensure they meet the course criteria.

Students will turn in both the research article selection template found in the Elearning template section and the articles chosen.

### Grading Rubric for Strand 2: Assignment A

| Criteria   | Article 1<br>1 point | Article 2<br>1 point | Total      |
|--|----------------------|----------------------|------------|
| Student used appropriate search criteria                       |                      |                      | /2         |
| Article is from a credible research journal                    |                      |                      | /2         |
| Article represents an actual qualitative research study        |                      |                      | /2         |
| Student correctly identified the methodology used in the study |                      |                      | /2         |
| Articles are studies using different qualitative methodology   |                      |                      | /2         |
| Article describes the purpose                                  |                      |                      | /2         |
| Article describes the data collection methods                  |                      |                      | /2         |
| Article describes the data analysis approach                   |                      |                      | /2         |
| Article describes the findings                                 |                      |                      | /2         |
| Student provided correct APA reference for the article         |                      |                      | /2         |
| <b>Total</b>   |                      |                      | <b>/20</b> |

### Assignment 2B

#### Presentation of Critical Analysis of Your Qualitative Study

Students will select one of the two articles chosen to present to the class. Prepare a brief (5 minutes maximum—please practice your delivery as you will be held to the 5 minutes) class presentation to share the elements of qualitative research design you found in the article and to critique elements of the design according to the course readings and discussions. If the research article does not specifically state any of the elements listed below for the critique, create an inference about the element and show that it is an inference by putting it in italics. For instance, if the article does not actually provide a purpose statement, make an inference about the study purpose based on how you understand the study from what is in the article, and state that inference in the appropriate slide. Your 5 minute presentation should focus only on the research design elements listed below – you will not have time to discuss the literature review for the study or elaborate on the background for the study or the findings. Prepare the presentation in the order found in the grading rubric—if you quote directly from the article, place that text in quotes. Put all inferences in italics.

### Grading Rubric for Strand 2: Assignment B

| Criteria   | Total      |
|--|------------|
| Slide 1: Research article title, journal, author, year and your name as presenter  | /1         |
| Slide 2: The study problem: Include both the practical and researchable problem statements if both are noted in the article. If neither is stated, make an inference based on the study purpose and questions and write the practical and researchable (deficiency) problem statement based on that inference. | /2         |
| Slide 3: Study purpose statement and research questions – if not stated, develop an inference based on the description of the study  | /2         |
| Slide 4: Research Methodology & how the methodology fits the problem, purpose, and questions (Again, if not stated, make an inference)   | /5         |
| Slide 5: Participants and Sampling Approach  | /2         |
| Slide 6: Data Collection Methods and Procedures  | /2         |
| Slide 7: Data Analysis Approach and Procedures   | /2         |
| Slide 8: How Findings Were Portrayed (If the researcher included tables or graphics to portray the findings, either put a screen shot of that piece in the slide or make a separate handout with enough copies for the class to each have one.)  | /2         |
| Slide 9: Ways the researcher addressed Trustworthiness   | /2         |
| Slide 10: Your assessment of the strengths and weaknesses of the study design as described in the article  | /10        |
| <b>Total</b>   | <b>/30</b> |

### Strand 3: Conducting Qualitative Data Collection and Analysis

#### Assignment 3A

#### Analyzing transcripts: Brené Brown

Students will watch, code, and define the major ideas of the Brené Brown Ted Talk and transcript.

### Grading Rubric for Strand 3: Assignment A

| Criteria   | Total      |
|--|------------|
| Codes for Brené Brown's Personal Journey of Self-Discovery                       | /2         |
| Codes for Brené Brown's Journey of Discovery and Evolution as a Researcher       | /2         |
| Codes for Brené Brown's Research Findings and Conclusions                        | /2         |
| Major Ideas for Brené Brown's Personal Journey of Self-Discovery                 | /2         |
| Major Ideas for Brené Brown's Journey of Discovery and Evolution as a Researcher | /2         |
| Major Ideas for Brené Brown's Research Findings and Conclusions                  | /2         |
| <b>Total</b>   | <b>/12</b> |

**Assignment 3B  
Field Observations: Mall**

Students will document their observations in the note taking worksheet. After writing these down, they will compare notes and respond to the questions.

**Grading Rubric for Strand 3: Assignment B**

| <b>Criteria</b>  | <b>Total</b> |
|--|--------------|
| Completed three observations noting name, number, date, and location | /3           |
| Provided description for three observations                          | /3           |
| Provided inferences for three observations                           | /3           |
| Provided reflections for three observations                          | /3           |
| Documented compared notes with team                                  | /1           |
| Documented discussion of experiences with team                       | /1           |
| Cited relevant sources   | /1           |
| <b>Total</b>   | <b>/15</b>   |

**Assignment 3C  
Interview Debrief**

Students will conduct interviews in-class with a classmate and submit the debrief reflection assignment

**Grading Rubric for Strand 3: Assignment C**

| <b>Criteria</b>   | <b>Total</b> |
|---|--------------|
| Identified the type of study based on the research question | /1           |
| Identified type of interview                                | /1           |
| Supported both by the readings                              | /1           |
| Discussed experience of being interviewed                   | /1           |
| Discussed experience of conducting the interview            | /1           |
| <b>Total</b>  | <b>/5</b>    |

**Assignment 3D  
Interview Transcript**

Students will transcribe the best interview to share with the team.

**Grading Rubric for Strand 3: Assignment D**

| <b>Criteria</b>  | <b>Total</b> |
|--|--------------|
| Provided full interview transcription to instructor and team | /5           |
| Redacted all identifying information                         | /1           |
| Used line number   | /1           |
| <b>Total</b>   | <b>/7</b>    |

**Assignment 3E  
Interview Memos**

Students will construct four memos as described.

**Grading Rubric for Strand 3: Assignment E**

| <b>Criteria</b>  | <b>Total</b> |
|--|--------------|
| Memo 1 summarizes (a) main ideas (b) overall impression (c) thoughts on the process    | /3           |
| Memo 2 summarizes (a) main ideas (b) overall impression (c) thoughts on the process    | /3           |
| Memo 3 summarizes (a) main ideas (b) overall impression (c) thoughts on the process    | /3           |
| Memo 4 captures impressions of (a) likes/differences (b) interview skills (c) protocol | /3           |
| <b>Total</b>   | <b>/12</b>   |

**Assignment 3F  
Interview Team Presentations**

Students will present their data analysis process and findings to the class.

**Grading Rubric for Strand 3: Assignment F**

| <b>Criteria</b>   | <b>Total</b> |
|---|--------------|
| Slide 1: Project introduction   | /1           |
| Slide 2: Categories of the data and decision points your group made. Categories that surprised you.       | /1           |
| Slide 3: Quotes that illustrate categories.   | /1           |
| Slide 4: Themes of the data and decision points your group made. Themes that surprised you.               | /1           |
| Slide 5: Quotes that illustrate the themes.   | /1           |
| Slide 6: Outline and a schema of your findings.   | /1           |
| Slide 7: Interpretations of the themes. That is, what do you make of this? What do you think is going on? | /1           |
| Slide 8: How interpretations respond, or do not respond, to each of original research question.           | /1           |
| Slide 9: How this analysis fit with the course readings.  | /1           |
| Slide 10: What you learned by doing this exercise.  | /1           |
| <b>Total</b>  | <b>/10</b>   |

### Strand 4: Qualitative Research Proposal

#### Assignment 4A Research Proposal Planning Table

Students use the Research Proposal Planning Table to plan and summarize the critical elements of a research proposal. The information in the planning table will help focus and bound a study plan before starting to write an actual proposal.

#### Grading Rubric for Strand 4: Assignment A

| Criteria                         | Total     |
|----------------------------------|-----------|
| Key background concepts          | /1        |
| Problem or issue identified      | /1        |
| Researchable problem             | /1        |
| Response to researchable problem | /1        |
| Significance of the study        | /1        |
| Questions                        | /1        |
| Methodology                      | /1        |
| <b>Total</b>                     | <b>/7</b> |

#### Assignment 4B Research Proposal Sections 1-2

Students will develop the first draft of Sections 1-2 for the research proposal paper. The first draft should be thoroughly edited for writing structures and mechanics plus APA formatting requirements. The expectation is for a thoroughly proofed and edited copy. The instructor will read and provide feedback on the content with opportunity to revise and resubmit Sections 1-2 along with Section 3 and the final version of the Planning Table.

#### Grading Rubric for Strand 4: Assignment B

| Criteria   | Total     |
|--|-----------|
| Introduction to the study topic with 2-3 pages of background from previous research, i.e. a very short literature review (including citations) | /1        |
| Focus of the proposed study - the problem which focuses this study (including citations)   | /1        |
| Focus of the proposed study - the purpose statement for the proposed study (including citations)   | /1        |
| Focus of the proposed study - the research questions (including citations)   | /1        |
| Focus of the proposed study - the significance of the study (including citations)  | /1        |
| APA  | /1        |
| <b>Total</b>   | <b>/7</b> |

**Assignment 4B**  
**Research Proposal Sections 1-3, A, and B**

Students use track changes to note revisions to Sections 1-2 based on instructor feedback. Students will also complete Section 3, the reference page, and Appendices A (one data collection protocol) and B (the final Research Proposal Planning Table) of the research proposal. See both the outline for the research proposal and the Word document: "EMR 6480 APA Template". Submit one electronic file with all proposal sections and addendums merged.

**Grading Rubric for Strand 4: Assignment B**

| <b>Criteria</b>  | <b>Total</b> |
|--|--------------|
| Revisions for sections 1 and 2   | /2           |
| Methodology – research design  | /1           |
| Methodology – the researcher/reflexivity                               | /1           |
| Methodology – participants setting, recruitment, sampling, and consent | /4           |
| Methodology – data collection methods, procedures, and instrumentation | /3           |
| Methodology – data analysis processes and procedures                   | /2           |
| Methodology – trustworthiness  | /1           |
| Methodology – delimitations  | /1           |
| References   | /1           |
| Appendix A   | /1           |
| Appendix B   | /1           |
| APA  | /2           |
| <b>Total</b>   | <b>/20</b>   |

**Assignment 4C**  
**Full Research Proposal**

Students will complete all revisions and submit a final proposal that meets the quality required for a qualitative research project.

**Grading Rubric for Strand 4: Assignment C**

| <b>Criteria</b>          | <b>Total</b> |
|--------------------------|--------------|
| Section 1 complete       | /5           |
| Section 2 complete       | /5           |
| Section 3 complete       | /5           |
| Section 4 complete       | /2           |
| Section 5 complete       | /2           |
| Overall APA adherence    | /2           |
| Overall style of writing | /2           |
| <b>Total</b>             | <b>/22</b>   |

**Assignment 4D**  
**Full Research Proposal – Research Fair**

Students will provide copies of their research proposal and participate in the final research fair.

**Grading Rubric for Strand 4: Assignment D**

| <b>Criteria</b>                | <b>Total</b> |
|--------------------------------|--------------|
| Participation in research fair | /5           |
| <b>Total</b>                   | <b>/5</b>    |

## Course Schedule

| Date | Themes  | Coursework   | Graded Assignments                                       | Due by<br>11 p.m. |
|------|---|--|--|-------------------|
| 1/11 | Syllabus, schedule, and introduction to qualitative inquiry | <p><b>Completed readings:</b></p> <ul style="list-style-type: none"> <li>• Course syllabus, strands, assignments, templates</li> </ul> <p><b>Bring:</b></p> <ul style="list-style-type: none"> <li>• Your questions!</li> <li>• Brené Brown Ted Talk introductory activity file 1</li> </ul> <p><b>Begin work:</b></p> <ul style="list-style-type: none"> <li>• Form data collection partners and research team groups</li> <li>• Course management system for 1/18</li> <li>• Brené Brown Ted Talk activity</li> </ul> <p><b>Helpful handouts:</b></p> <ul style="list-style-type: none"> <li>• Overview of qualitative vs. quantitative</li> <li>• Overview of process slide (Creswell)</li> <li>• Accepting critical feedback</li> </ul> <p><b>Readings to complete before next class:</b></p> <ul style="list-style-type: none"> <li>• Merriam &amp; Tisdell:               <ul style="list-style-type: none"> <li>○ What is Qualitative Research-Chapter 1</li> <li>○ Being a Careful Observer-Chapter 6</li> </ul> </li> <li>• Creswell &amp; Poth:               <ul style="list-style-type: none"> <li>○ Selection of Five Approaches-pp. 8-11</li> <li>○ Philosophical Assumptions-Chapter 2</li> <li>○ Designing a Qualitative Study-Chapter 3</li> </ul> </li> <li>• Bogden &amp; Biklen               <ul style="list-style-type: none"> <li>○ Eleven Common Questions-pp. 36-48</li> </ul> </li> <li>• Guest, Namey, &amp; Mitchell               <ul style="list-style-type: none"> <li>○ General Defining and Describing-Chapter 1</li> </ul> </li> </ul> <p><b>Total pages to read - 120</b></p> | 1. Extra credit – put a picture of yourself on Elearning | 1/14              |

|      |                           |  |  |  |
|------|---------------------------|--|--|--|
| 1/18 | Philosophical assumptions | <p><b>Bring:</b></p> <ul style="list-style-type: none"> <li>• Course management system</li> <li>• Brené Brown Ted Talk Introductory Activity file 2</li> </ul> <p><b>Begin work:</b></p> <ul style="list-style-type: none"> <li>• Field work observations and note taking</li> <li>• Start research planning table in class</li> <li>• Study guide</li> <li>• Observation assignment</li> <li>• Interview assignment</li> </ul> <p><b>Helpful handouts:</b></p> <ul style="list-style-type: none"> <li>• Research planning table</li> <li>• Study guide</li> <li>• Example field notes for the mall</li> </ul>   | <p>1. Course management system</p> <p>2. Brené Brown Ted Talk activity</p> | <p>1/18 – checked in class</p> <p>1/21</p> |
| 1/25 | In the field              | <p>This week you are provided time to conduct field work in teams – you may schedule your three hour mall visit at a time convenient to you. You must check in with the professor on what day, time, and location you will conduct your observation but no face-to-face meeting is required.</p> <p><b>Readings to complete before 2/1:</b></p> <ul style="list-style-type: none"> <li>• Merriam &amp; Tisdell:             <ul style="list-style-type: none"> <li>○ Designing Your Study-Chapter 4</li> <li>○ Conducting Effective Interviews-Chapter 5</li> </ul> </li> <li>• Creswell &amp; Poth:             <ul style="list-style-type: none"> <li>○ Five Approaches–Chapter 4</li> <li>○ Introducing and Focusing the Study-Chapter 6</li> </ul> </li> <li>• Guest, Namey, &amp; Mitchell             <ul style="list-style-type: none"> <li>○ Interviewing-pp. 144-154</li> </ul> </li> </ul> <p><b>Total pages to read - 123</b></p> |  |  |

|     |                                 |   |   |                        |
|-----|---------------------------------|---|---|------------------------|
| 2/1 | Research traditions             | <p><b>Bring:</b></p> <ul style="list-style-type: none"> <li>• Course management system</li> <li>• Study guide</li> <li>• <b>A recording device</b></li> </ul> <p><b>Begin Work:</b></p> <ul style="list-style-type: none"> <li>• Interview in-class assignment</li> <li>• Article selections</li> <li>• Set up two out-of-class interviews</li> </ul> <p><b>Helpful handouts:</b></p> <ul style="list-style-type: none"> <li>• APA example research paper</li> <li>• Article selection template</li> <li>• Article selection list of journals</li> </ul> <p><b>Readings to complete before next class:</b></p> <ul style="list-style-type: none"> <li>• Jones:             <ul style="list-style-type: none"> <li>○ Rewriting the word-pp. 461-473</li> </ul> </li> <li>• Chenail:             <ul style="list-style-type: none"> <li>○ Ten steps to conceptualizing and conducting qualitative research-pp. 1713-1730</li> </ul> </li> </ul> | <p>3. Observation field notes</p> <p>4. Article selection</p> | <p>1/31</p> <p>2/4</p> |
| 2/8 | Conducting qualitative research | <p><b>Bring:</b></p> <ul style="list-style-type: none"> <li>• Course management system</li> <li>• Study guide</li> </ul> <p><b>Begin Work:</b></p> <ul style="list-style-type: none"> <li>• Conduct two out-of-class interviews</li> <li>• Research proposal sections 1-2</li> </ul> <p><b>Readings to complete before next class:</b></p> <ul style="list-style-type: none"> <li>• Merriam &amp; Tisdell:             <ul style="list-style-type: none"> <li>○ Writing up Qualitative Research-Chapter 10</li> </ul> </li> <li>• Creswell &amp; Poth:             <ul style="list-style-type: none"> <li>○ Writing up Qualitative Research -Chapter 9</li> </ul> </li> </ul> <p><b>Total pages to read - 52</b></p>  | <p>5. Interview debrief</p> <p>6. Research planning table</p> | <p>2/7</p> <p>2/11</p> |

|      |                                 |  |                                   |      |
|------|---------------------------------|--|-----------------------------------|------|
| 2/15 | Data collection                 | <p><b>Bring:</b></p> <ul style="list-style-type: none"> <li>• Course management system</li> <li>• Study guide</li> </ul> <p><b>Readings to complete before next class:</b></p> <ul style="list-style-type: none"> <li>• Pontorotto:             <ul style="list-style-type: none"> <li>○ Primer on research paradigms and philosophy of science-pp. 126-136</li> </ul> </li> <li>• Nutov:             <ul style="list-style-type: none"> <li>○ Researcher emotions as data, a tool, and a factor-pp. 3260-3267</li> </ul> </li> <li>• St. Louis &amp; Calabrese Barton:             <ul style="list-style-type: none"> <li>○ A critical reflection of positionality, subjectivity, and reflexivity in research-pp. 1-12</li> </ul> </li> </ul> <p><b>Total pages to read - 28</b></p>  | 7. Article presentation           | 2/18 |
| 2/22 | Research reflexivity and ethics | <p><b>Bring:</b></p> <ul style="list-style-type: none"> <li>• Course management system</li> <li>• Study guide</li> </ul> <p><b>Begin Work:</b></p> <ul style="list-style-type: none"> <li>• Transcribe best out-of-class interview</li> </ul> <p><b>Readings to complete before next class:</b></p> <ul style="list-style-type: none"> <li>• Merriam &amp; Tisdell:             <ul style="list-style-type: none"> <li>○ Data Analysis-Chapter 8</li> </ul> </li> <li>• Creswell &amp; Poth:             <ul style="list-style-type: none"> <li>○ Data Analysis-Chapter 8</li> </ul> </li> <li>• Guest, Namey, &amp; McKenna:             <ul style="list-style-type: none"> <li>○ How many focus groups are enough? pp. 3-22</li> </ul> </li> <li>• Hagaman &amp; Wutich:             <ul style="list-style-type: none"> <li>○ How many interviews are enough? pp. 23-41</li> </ul> </li> </ul> <p><b>Total pages to read - 121</b></p> | 8. Research proposals section 1-2 | 2/25 |

|      |                                |  |   |      |
|------|--------------------------------|--|---|------|
| 3/1  | Data analysis                  | <b>Bring:</b> <ul style="list-style-type: none"> <li>• Course management system</li> <li>• Study guide</li> </ul> <b>Readings to complete before next class:</b> <ul style="list-style-type: none"> <li>• Mertens:               <ul style="list-style-type: none"> <li>○ Critically analyzing qualitative research-pp.267-272</li> </ul> </li> <li>• Focused readings</li> </ul> <b>Total pages to read – varies by group</b> | 9. Interview transcription                | 2/28 |
| 3/8  |                                | March 5 – 9 Spring Break – No Class  |   |      |
| 3/15 | Nuts and bolts coding, memoing | <b>Bring:</b> <ul style="list-style-type: none"> <li>• Course management system</li> <li>• Study guide</li> <li>• Transcript work</li> </ul> <b>Readings to complete before next class:</b> <ul style="list-style-type: none"> <li>• Focused readings</li> </ul> <b>Total pages to read – varies by group</b>  | 10. Study guide                           | 3/18 |
| 3/22 |                                | <b>Bring:</b> <ul style="list-style-type: none"> <li>• Course management system</li> <li>• Transcript work</li> </ul> <b>Readings to complete before next class:</b> <ul style="list-style-type: none"> <li>• Focused readings</li> </ul> <b>Total pages to read – varies by group</b>   | 11. Research proposal sections 1-3, A & B | 3/25 |
| 3/29 |                                | <b>Bring:</b> <ul style="list-style-type: none"> <li>• Course management system</li> <li>• Transcript work</li> </ul> <b>Readings to complete before next class:</b> <ul style="list-style-type: none"> <li>• Focused readings</li> </ul> <b>Total pages to read – varies by group</b>   | 12. Four memos                            | 3/30 |
| 4/5  | Group work                     | This week is set aside for groups to meet, finalize codes, and prepare class presentations. We will not meet   |   |      |

|  |  |                                |
|--|--|--------------------------------|
|  |  | face-to-face as a whole group. |
|--|--|--------------------------------|

|      |  |  |                             |      |
|------|--|--|-----------------------------|------|
| 4/12 |  | <b>Bring:</b> <ul style="list-style-type: none"> <li>• Course management system</li> <li>• Study guide</li> </ul> <b>Readings to complete before next class:</b> <ul style="list-style-type: none"> <li>• Focused readings</li> </ul> <b>Total pages to read – varies by group</b> | 13. Group data presentation | 4/12 |
| 4/19 |  | <b>Bring:</b> <ul style="list-style-type: none"> <li>• Course management system</li> <li>• Study guide</li> </ul> <b>Readings to complete before next class:</b> <ul style="list-style-type: none"> <li>• Focused readings</li> </ul> <b>Total pages to read – varies by group</b> | 14. Final research proposal | 4/20 |
| 4/26 |  | <b>Bring:</b> <ul style="list-style-type: none"> <li>• Course management system</li> <li>• Study guide</li> </ul> <b>Readings to complete before next class:</b> <ul style="list-style-type: none"> <li>• Focused readings</li> </ul> <b>Total pages to read – varies by group</b> | 15. Research fair           | 4/26 |