# George Mason University
# College of Education and Human Development

**EDRS 812**
**QUALITATIVE METHODS IN EDUCATIONAL RESEARCH (3 credits)**
Fall 2014
Meeting Day/time:  Tuesdays 4:30 pm-7:10pm Section 002
Class Location:  West 1004

| | |
|---|---|
| Professor: | Anastasia P. Samaras, Ph.D. |
| Office hours: | email or call 703-489-1663 for apt. |
| Office: | Thompson 1403 |
| *Email:* | asamaras@gmu.edu |
| *University Faculty Page:* | http://cehd.gmu.edu/people/faculty/asamaras/ |
| *Personal Web page:* | http://mason.gmu.edu/~asamaras |

## Course Description
Teaches how to apply qualitative data collection and analysis procedures in educational research, including ethnographic and other field-based methods, and unobtrusive measures. *Prerequisites.* Satisfactory completion of EDUC 810 or equivalent, or permission of instructor.

## Course Goals and Objectives
This course is designed to enable students to:
- Understand the essential characteristics and purposes of qualitative research and the key ways in which this approach differs from other research strategies.
- Explore his/her researcher identity in relation to the topic selected for research.
- Situate a study in an appropriate beginning literature base and field of study.
- Develop and enact a small-scale study to practice data collection and analysis techniques, and validation measures.
- Communicate publically and in writing and with peer review on the design, process, and results of such a study.

- Engage in peer review as a critical friend
- Critique one's research project and suggest areas for improvement.
- Be able to use these understandings to evaluate published qualitative research.

## CEHD Core Values
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/ For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]. In 2006, the College of Education and Human Development (CEHD) adopted five core values on which to focus: collaboration, ethical leadership, innovation, research-based practice, and social justice. This course supports each of these values by providing multiple learning experiences that necessitate collaboration. Students are afforded opportunities to reflect on their leadership roles in their work and learning contexts; to design and engage in innovative research-based practice, and to analyze proceedings under the umbrella of a social justice conference theme. These Core Values are aligned with course goals:

## CEHD Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

## GMU Policies and Resources for Students

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/]
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. See http://writingcenter.gmu.edu/.

## Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website
https://alert.gmu.edu. There are emergency posters in each classroom explaining what to
do in the event of crises. Further information about emergency procedures exists on
 http://www.gmu.edu/service/cert

## Required Course Texts
Maxwell, J. (2013). *Qualitative research design: An interactive approach* (2nd ed.).
    Thousand Oaks, CA: Sage.
Yin, R. K. (2011). *Qualitative research from start to finish.* NY: Guildford Press.

## Required Articles & Chapters

KEY:
Blackboard **(Bb)**
e-journals   **(EJ)**   Available on Mason Library
E-reserves  **(ER)**  Course password  = methods

Becker, H. S. (2007). *Writing for social scientists: How to start and finish your thesis,
    book, or article.*  Chicago: University of Chicago Press. Chapter 6: Risk by
    Pamela Richards. (ER).
Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and
    procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: Sage.
    Chapter 2 (ER).
Creswell, J. W. (2013). *Qualitative inquiry and research design: Chapter 10, Standards
    of validation and evaluation.* Los Angeles: Sage. (Bb)
Freedman, M. et al. (2007. Standards of evidence in qualitative research: An incitement
    to discourse. *Educational Researcher, 36*, (1), 25-32.
Kennedy, M. M. (2007). Defining a literature. *Educational Researcher, 36,* (3), 139-147.
    (EJ)
Koro-Ljungberg, M., Yendol-Hoppey, D., Jude Smith, J., & Hayes, S. B. (2009).
    (E)pistemological awareness, instantiation of methods, and uninformed
    methodological ambiguity in qualitative research reports. *Educational
    Researcher, 38* (9), 687-699. (EJ). Only read Table 1, pp. 689-690.
Mears, C. L. (2009). *Interviewing for education and social science research.*
    NY: Palgrave/Macmillan. Chapters 6 and 7 (ER)
Samaras, A. P. (2011). *Self-study teacher research: Improving your practice through
    collaborative inquiry.* Thousand Oaks, CA: Sage. Chapters 7 & 12 (Bb)
Saldaña, J. (2009). *The coding manual for qualitative researchers.* Thousand Oaks, CA:
    Sage. (selected chapters)

## Recommended Readings
Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative
    Research in Psychology*; *3* (2), 77-101. (Bb)
Butler-Kisber, L. (2010.*Qualitative inquiry: Thematic, narrative and arts-informed
    perspectives.* Los Angeles: Sage. Chapter 3: Constant comparative inquiry (pp.
    24-33) (ER) [Read after reading textbooks.]

Fink, A. (2010). *Conducting research literature reviews.* Los Angeles: Sage.

Glesne, C. (2011). <u>Chapter one</u> in *Becoming qualitative researchers: An introduction* (4th ed.). Boston: Pearson Education. (Bb)

Kvale, S. (2009). *InterViews: Learning the craft of qualitative research interviewing.* (2nd ed.). Thousand Oaks, CA: Sage.

Klein, E., Riordan, M., Schwartz, A., & Sotirhos, S. Dissertation support groups: Building a community of practice using Noddings' ethic of care. In A. P. Samaras, A. R. Freese, C. Kosnik, & C. Beck (Eds.). (2008). *Learning communities in practice. The Netherlands: Springer.* (Bb)

Maxwell, J. A., & Miller, B. (2008). *Categorizing and connecting as components in qualitative data analysis.* In P. Leavy & S. Hesse-Biber (Eds.), *Handbook of emerging methods* (pp. 461–475). New York: Guilford.

Patton, M. Q. (2002). *Qualitative research & evaluation methods.* Thousand Oaks: Sage. <u>Chapter 6: Fieldwork strategies and observation methods (pp. 259-322). (ER)</u>

Peshkin, A. (1988). In search of subjectivity—One's own. *Educational Researcher, 17*(7), 17-22. ( EJ)

Standards for reporting on empirical social science research in AERA publications, AERA. *Educational Researcher* (2006), 35, (6), 33-40. (Overview)

Wolcott, H. F. (2009). *Writing up qualitative research.* Thousand Oaks, CA: Sage.

## Course Structure

The major purpose of this course is for you <u>to learn and practice</u> qualitative research from conceptualizing your inquiry to data collection and analysis and then with a reflective turn to what you learned about your research question and the qualitative research experience. Throughout the course, you are completing a step with formative assessment that you insert into your final required paper. The course requires your active and collaborative participation with a consistent commitment and submission of each assignment in order to have a successful summative assessment.

## Assignments & Evaluation

Assignments and Participation                                                    50%
       Descriptions of all assignments are posted in Assignments folder on Bb.
          a) Curiosity Memo with Research Artifact Photo (5%)
          b) Researcher Identity Memo (5%)
          c) Research Proposal (10%)
          d) Literature Review & oral critique of article (10%)
          e) Analytical Memo (5%)
          f) Check-coding (5%)
          g) Two Peer Reviews of Draft using tracking & rubric guide (5% each)

Research Project (Final Project Headings & Assessment on Bb)            50%

## 1. Weekly Class Dialogue ~ Being a good listener and open learner

This course utilizes a weekly seminar format that is collaborative, interactive, and dialogic, i.e., sociocultural and designed within my application of Neo-Vygotskian tenets of learning. Seminars will include professor and student-led discussions, and student presentations that will take place during class meetings. Each class will encourage discussing your developing understanding of qualitative theory and practice; less about the quantity of your talk, and more about your sharing of your ongoing, honest, deep and

critical analysis of your meaning making and your ability to listen to other's thinking in a respectful and non-judgmental manner, and with an appreciation of the opportunity to learn about your research by participating in your peer's struggles with making sense of qualitative research as well. You are expected to participate in class discussions with openness, consideration, and effort to "hear for" and "listen to" others as you also seek to be understood. Your active participation is a major requirement of this course. Please notify professor if you must miss a class. There is no way to "make up" for class time that is missed.

**2. Assignments and Readings ~ Commitment and Support**
High quality work (i.e., "A" work) is expected on all assignments and in class participation. Since the research project is a large-scale endeavor, I have designed a series of professor and peer supported assignments towards your successful project completion. In essence, these mini assignments allow you to build a stronger and higher quality report. If you do not complete the assignments on time, you will not be able to participate adequately in class discussions, and I will not be able to give you the timely feedback you need for the next step.

All assignments must be completed. For full consideration, all assignments <u>are due posted</u> *electronically* <u>on the the Blackboard discussion thread on Bb prior to the beginning of class on the day they are due,</u> unless otherwise announced. You will see a note of POST on the schedule for the day due. Late assignments will not be accepted without making prior arrangements with the professor.

Reading assignments are listed on the class day on which they will be discussed. You are expected to complete all class readings prior to each session so as to engage in active dialogue and sharing of insights. Go beyond "what the author said." Share ANY questions you have about the readings in class.

All written assignments are to be word-processed using Times Roman 12 pt font, double-spaced, and submitted electronically on our Bb Discussion Thread. Title each assignment with your last name and the name of the project/assignment, e.g., Smith.ResProp.09.23.13. <u>It is required</u> that you save your work in multiple places for safe keeping. Use APA style.

**3. Peer Review ~ Embracing Critique**
Virtually all research designs go through some type of peer review process in academia, including the dissertation proposal stage, requests for funding, or when a study is reviewed for publication. For this reason, I am having you involved in an iterative peer review process, designed to be supportive as well as constructive and to give you the opportunity to embrace the value of peer critique for improving the quality of your research. You will provide, and receive, constructive suggestions to assist you in improving your thinking and in looking at something familiar in a new way. Our work will involve mutual support, collaboration, and continuous peer review in a "critical friend team" which will be explained in class. In a collaborative relationship, you are expected to practice your best professional relationship skills in your discussions. This peer review will provide multiple opportunities for your ongoing professional development after our course has ended. It gives you practice.

**4. Exit Memos**

At the end of each class, please take 5 minutes to begin to write yourself an exit memo of the **big ideas** you took away from the class and **burning questions** that emerged for you. These memos can become a researcher log which will be useful to the development of your project and can be included in your report appendix.

**5. Research Project**

Specific guidelines for this project are provided on the My Mason portal at:
    https://mymasonportal.gmu.edu/webapps/portal/execute/tabs/tabAction?tab_tab_g
    roup_id=_66_1

It is recommended that you *get into the habit of writing analytical memos* throughout the research process which will be useful in writing your discussion section.The research project is an opportunity for you to demonstrate your understanding and application of qualitative research. Seize that opportunity to delve and dabble into your possible dissertation topic. Use this assignment to move you toward and forward in your Ph.D. path. You will develop and conduct a small-scale study of your methods based on your research interests and program of study. This project results in a comprehensive paper of roughly 6,000 words or 25 pages, not including references and appendix. The range of possible projects that you can conduct is extremely broad. The main requirement is that the project has to be genuinely qualitative in nature. Almost any setting, or set of participants, is a potential source of data for your research. There are formative assignments (with less weight) designed to scaffold and build your final research project.

1. **No covert research**. This is 1) ethically problematic, 2) too difficult to manage for someone just beginning to learn qualitative research, 3) restricts your research options, and 4) doesn't allow you to learn the key skill of negotiation with those you study. **You must have the informed consent of the participants in your research.** We will discuss this in more detail gaining Human Subjects approval for your study (in most cases you will not need actual HSRB approval for your course project, unless you are collecting person-identifiable data from minors or plan to publish the results). Nonetheless, ethical considerations are paramount in any research you conduct and you must become familiar with completing an IRB form.

2. **No primarily comparative studies**. Your main research question cannot focus on a difference between two groups or settings or between two categories of people. While explicitly comparative studies are a valid and important form of qualitative research, they are not a useful way to <u>learn</u> how to do qualitative research. Comparison is likely to 1) push you toward more quantitative questions and modes of thinking, 2) reduce the depth of understanding you can gain of one group, setting, or category, and 3) make it more difficult for you to learn what is essential in qualitative research.

3. In addition to a pilot interview, a <u>minimum</u> of: 3 hours of interviews, or 3 hours of observations of a single setting, plus at least one hour of interview data with one or more participants in that setting. For an interview study, you will need to record your interviews and transcribe at least 3 hours of interview material. Normally, this will involve interviewing at least 3 different participants. Collect consent using university consent form. The hour interview may run between 45 minutes to one hour. You may

elect to also complete two interviews with a second follow-up interview with each participant which we will discuss in class.

*The Pilot Interview* is a very crucial step in refining your interview questions, gaining experience and confidence in interviewing, and reflecting with critical friends on "Valuable Mistakes Made."

For an observational study, you will need to do at least 3 hours of observations of your setting, taking written notes, and to reorganize, rewrite, and expand your rough notes to make them usable for analysis. Normally, this will involve at least 3 separate observations. In most cases, a course project based primarily on observation should be limited to a single setting. The difference in the amount of material required for interview and observational studies is because interviews require more time to transcribe, and because they usually provide more material to work with for analysis. (Videotaped observations are a special case; if you plan to videotape some activity, talk to me about the amount of material required, which depends on the kind of analysis you'll be doing.)

You may decide to photograph significant scenes of your observation but be sure not to include any photos of minors or other identifying information.

*Copies of your interview transcripts and/or rewritten observational notes must be included in the appendix of report, along with a transparency of your data analysis.

4. **Data collection must take place across the semester**. You cannot rely mainly on previously collected data, or conduct all of your observations or interviews in a brief period (one week or less).You need to be able to learn from your experiences, and to take time to contemplate and make corrections to your study design and techniques.

5. **You will need to share your work for peer review**. Any arrangements that you make with participants in your study must not prevent you from discussing your fieldnotes and interview transcripts (with pseudonyms used) with peers. *Class members will be required to respect the confidentiality of this information. Sharing your work in class is the only way that I can really assess the actual process of your research, and is also an important <u>part</u> of that process. You cannot do the work of this class in isolation.

If you are studying a setting where you have a prior role, or are interviewing people with whom you have a prior relationship, you need to **discuss the special issues that this raises**, and will need to address these issues in your final report.  You are free to use as a setting for your research project the same site that you are using in work for another course or for an internship.  However, <u>if</u> you do this, the amount of work involved must be appropriate for the total amount of credit--normally, you can't use the same work (e.g., turning in the same report) to get credit for two courses.  In any case, if you are using the work to satisfy two different courses or requirements, you **must submit, both to me and to the other instructor or supervisor, a written description of how you will use your work in this setting to satisfy the requirements of both courses**, and get our signatures indicating our approval of your plans.

## Participation and Assignments Rubric

| Category | Exemplary 50 pts. | Accomplished 47-49pts | Developing 44-46pts | Undeveloped Below 44 pts |
|---|---|---|---|---|
| Assignments are central to the development of your project. Attendance and participation are critical components of this course. It gives you the opportunity to learn from and contribute to building a positive classroom experience and learning community. Participants contribute to each others' learning by actively listening, exchanging ideas, sharing learning from reading and websites, peer view, and supporting each other's efforts. | Successfully completes all assignments. Outstanding and consistent participation in f-t-f and online discussions and class activities. Promotes conversation focused on the topic. Comments demonstrate a high level of understanding from assigned readings. Listens actively to peers. Embraces peer review; Prompts peer feedback, critique, and input. Purposely shares leadership roles in group work. | Completes all assignments. Participates in f-t-f and online discussions and activities on a regular basis; questions and comments reveal thought and reflection and contribution from assigned readings. Frequently involves peers in discussion. Conducts peer review; Shares leadership roles in group work. | Does not complete some assignments. Does not contribute to f-t-f and online discussions or activities very often, but generally reveals some thought and reflection and some contribution from assigned readings. Follows rather than leads group activities. Solicits some peer discussion and peer review. Misses classes. Is late for class. Somewhat shares leadership roles in group work. | Few assignments completed. Few contributions to in f-t-f and online class discussions. Little evidence of participation and contribution. Shows little concern for peers' learning or input or peer review. Misses many classes and is late often. Does not share leadership roles in group work. |

| 5 pt. Assignments | Rubric Description |
|---|---|
| A+ Exemplary 5+ points | Establishes an exemplary narrative with thoughtful and relevant detail which demonstrates a very high level of understanding and application from assigned readings. Submission reflects outstanding participation in f-t-f and online discussions and class activities and active listening and serious feedback with peers. Submitted on time. |
| A Excellent 5 – 4.7 points | Provides a very adequate narrative with thoughtful and relevant detail which demonstrates a high level of understanding and application from assigned readings. Submission reflects excellent participation in f-t-f and online discussions and class activities and active listening and a high level feedback with peers. Submitted on time. |
| A- Approaching Excellence 4.65-4.5 points | Provides an adequate narrative with thoughtful and relevant detail which demonstrates a good level of understanding and application from assigned readings. Submission reflects good participation in f-t-f and online discussions and class activities and active listening and serious feedback with peers. Submitted on time. |
| B+ Developing Less than 4.5 points | Provides a fair narrative with thoughtful and relevant detail which demonstrates an average level of understanding and application from assigned readings. Submission reflects average level of participation in f-t-f and online discussions and class activities and active listening and serious feedback with peers. Needs more work. Submitted late. |

**Grading Scale for Course**

| Grade | Standards | Grading | Grade Points | Graduate Courses |
|---|---|---|---|---|
| A+ | Exceeds Standard | 100 + | 4+ | Satisfactory / Passing |
| A | Meets Standard | 93 – 100 | 4.00 | Satisfactory / Passing |
| A- | Meets Standard | 90 – 92.9 | 3.67 | Satisfactory / Passing |
| B+ | Approaches Standard | 88 – 89.9 | 3.33 | Satisfactory/Passing |
| B | Approaches Standard | 83 – 87.9 | 3.00 | Satisfactory / Passing |
| B- | Approaches Standard | 80 – 82.9 | 2.67 | Raises Concern |

## Qualitative Research Resources

*Websites*
*Association for Qualitative Research (AQR)*
According to this web site, "AQR is an international organisation which aims to further the practice and study of qualitative research."
*Web site:* http://www.aqr.org.au/

*International Center for Qualitative Inquiry*
According to this web site, "The International Center for Qualitative Inquiry is a multidisciplinary institute at the University of Illinois, Urbana-Champaign."
*Web site:* http://www.c4qi.org/iaqi/home.html

*Qualpage*
According to this web site, "QualPage was originally designed as a private repository of information for graduate students learning about qualitative data analysis software (QDAS). Originally a Gopher site, it evolved into a Web page around 1994."
*Web site:* http://www.qualitativeresearch.uga.edu/QualPage/e_journals.htm

*Qualitative Research Special Interest Group of the American Educational Research*
Association. *The SIG offers and Outstanding Qualitative Research Dissertation Award.
*University of Georgia, College of Education, Lifelong Education, Administration, and Policy*   This website lists journals focusing on qualitative research.
*Web site:* http://www.coe.uga.edu/leap/qual/research/journals.html

*Additional Qualitative Research Resources*
Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An
    introduction to theory and methods* (5th ed). Boston: Pearson.
Charmaz, K. (2006). *Constructing grounded theory: A practical guide through
    qualitative analysis.* Los Angeles: Sage.
Coffey, A., & Atkinson, P. (1996) *Making sense of qualitative data: Complementary
    research strategies.* London: Sage.
Creswell, J.W. (2007). *Qualitative inquiry & research design: Choosing among the five
    approaches* (2nd ed.). Thousand Oaks, CA: Sage.
Czaja, R., & Blair, J. (1996). *Designing surveys: A guide to decisions and procedures.*
    Thousand Oaks, CA: Pine Forge Press.

Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological methods* (2nd ed.). New York: McGraw-Hill.

Denzin, N. K., & Lincoln, Y. S. (2005). *Handbook of qualitative research.* Thousand Oaks, CA: Sage.

Emerson, R., R. Fretz, & L. Shaw (1995). *Writing ethnographic fieldnotes*. Chicago: University of Chicago Press.

Flick, U. (2009). *An introduction to qualitative research.* Los Angeles: Sage.

Glaser, B. G. & Strauss, A. L. (1967). *The discovery of grounded theory*. Dallas: Houghton Mifflin.

Hammersley, M. (2007). The issue of quality in qualitative research. *International Journal of Research & Method in Education, 3,* (3), 287-305.

Hart, C. (2001). *Doing a literature search.* Los Angeles: Sage.

Holley, K. A., & Colyar, J. (2009). Rethinking texts: Narrative and the construction of qualitative research. *Educational Researcher, 38* (9), 680-686.

Janesick, V. J. (2004). *Stretching exercise for qualitative researchers,* 2nd Ed. Thousand Oaks,   CA: Sage.

Knowles, J. G., & Cole, A. L. (2008) *Handbook of the arts in qualitative research.* Los Angeles: Sage.

Lassonde, C. A., Galman, S., & Kosnik, C. (Eds.), (2009). *Self-study research methodologies for teacher educators.* Rotterdam, The Netherlands: Sense.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry.* Beverly Hills, CA: Sage.

Marinósson, G. L. (2007). The ocean merges into the drop: Unearthing the ground rules for the social construction of pupil diversity. *Methodological Developments in Ethnography, 12,* 185- 206. Available on ER.

Maxwell, J. A. (2006). Literature reviews of, and for, Educational Research. *Educational Researcher, 35* (9), 28-31).

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation* San Francisco: Jossey-Bass.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*. Thousand Oaks, CA: Sage.

Mills, C. W. (1959). On intellectual craftsmanship. In C. W. Mills (Ed.), *The sociological imagination* (pp. 195–226). New York: Oxford University Press.

Pinnegar, S., & Hamilton, M. L. (2009). *Self-study of practice as a genre of qualitative research: Theory, methodology, and practice.* The Netherlands: Springer.

Punch, K. (2005). *Introduction to social research: quantitative and qualitative approaches* (2nd ed.). London: Sage.

Reason, P. Three approaches to participative inquiry (1994). In N. Denzin & Y. Lincoln, (Eds.). *Handbook of qualitative research*. Sage.

Schram, T. H. (2006). *Conceptualizing and proposing qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson.

Stake, R. E. (1995). *The art of case study research:* Thousand Oaks, CA: Sage.

Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.

Yin, R. K. (2009). *Case study research: Design and methods.* Los Angles: Sage.

Yin, R. K. (2011). *Qualitative research from start to finish.* NY: The Guilford Press.

*Additional Interviewing Resources*

Kosnik, C., Cleovoulou, Y, & Fletcher, R. (2009).The use of interviews in self-study
      research (pp. 53-69). In C. A. Lassonde, S. Galman, & Kosnik, C. (Eds.). *Self-*
      *study research methodologies for teacher educators.* Rotterdam: Sense.

Fontana, A., & Frey, J. (2000). The interview: From structured questions to negotiated
      text. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*
      (2nd ed., pp. 645-672). Thousand Oaks, CA: Sage.

Hycner, R. H. (1985). Some guidelines for the phenomenological analysis of interview
      data. *Human Studies*, *8*, 279-303.

Jones, S. (1985). Depth interviewing. In R. Walker (Ed.), *Applied qualitative research*
      (pp. 45-55). Aldershot, UK: Gower.

Seidman, I. (2006). *Interviewing in qualitative research.* NY: Teachers College Press.
      Chapter available on ER.

Spradley, J. P. (1998). *The ethnographic interview.* New York: Holt, Rinehart Winston.


*Writing Resources*

Boice, R. (1994). *How writers journey to comfort and fluency: A psychological*
      *adventure:* Westgport, CT: Praeger.

Boice, R. (1996). *Procrastination and blocking: A novel, practical approach.* Westport,
      CT: Praeger.

Brodkey, L. (1994). Writing on the bias. *College English*, 56(5), 527-550.

Brodkey, L. (1996). *Writing permitted in designated areas only.* Minneapolis, MN:
      University of Minnesota Press.

Dahl, K. K. (Ed.) (1992). *Teacher as writer: Entering the professional conversation.*
      Urbana, IL: National Council of Teachers of English.

Elbow, P. (2000). *Everyone can write: Essays toward a hopeful theory of writing and*
      *teaching writing.* NY: Oxford University Press.

Lamott, A. (1995). *Bird by bird: Some instructions on writing and life*. NY: Anchor.

Strunk, W. Jr., & White, E. B. (1979). *The elements of style* (3$^{rd}$ ed.). NY: Macmillan.

Williams, J. M. (1994). *Style: Ten lessons in clarity and grace* (4$^{th}$ ed.). NY: Harper
      Collins College Publishers.


*Publishing Resources*

American Educational Research Association. Standards for reporting on empirical social
      science research in AERA publications. American Educational Research
      Association. *Educational Researcher, 35*(6), 33- 40.

Boice, R. (1997). Strategies for enhancing scholarly productivity. In J. M. Moxley, & T.
      Taylor (Eds.). Writing and publishing for academic authors. (2$^{nd}$ ed., pp. 19-34).
      Lanham, MD: Rowman & Littlefield.

Boice, R. (1994). Conclusion. How writers journey to comfort and fluency: A
      psychological adventure. (pp. 235-246). Westgport, CT: Praeger.

Booth, W., Colomb, G. G., & Williams, J. M. (2003). *The craft of research*: Chicago:
      University of Chicago Press.

Cabell, D. W. E. (2013). *Cabell's directory of publishing opportunities in education.*
      Beaumont, TX: Cabell. *Includes list of journals, scope, mission, and contact.*

Cantor, J. A. (1993). *A guide to academic writing.* Westport, CT: Praeger.

Coelho, R. J., & Saunders, J. L. (1997). Journal publication and peer review: Guidelines and standards for authors and reviewers. *Journal of Applied Rehabilitation Counseling, 28*(3), 18 -21.

Fiske, D. W. (1997). Planning and revising research reports. In J. M. Moxley, & T. Taylor (Eds.). Writing and publishing for academic authors. (2<sup>nd</sup> ed., pp. 71-82). Lanham, MD: Rowman & Littlefield.

Gray, T. (2005). Publish and flourish: Become a prolific scholar. Las Cruces, NM: Teaching Academy, New Mexico State University.

Klingner, J. K., Scanlon, D., & Pressley, M. (2005). How to publish in scholarly journals. *Educational Researcher,* 34(8),14-19.

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***Websites on Publishing***
Academic Writing, Wendy Belcher http://www.wendybelcher.com/index.html
Sign up for electronic newsletter:
http://www.wendybelcher.com/pages/FlourishNewsletter.html

Getting published as a graduate student in the sciences, Richard Reis see archives
http://chronicle.com/jobs/2000/11/2000112402c.htm
Tomorrow's Professors Listserv http://ctl.stanford.edu/Tomprof/postings.html

| Week | Topics | Assignments | Readings |
|------|--------|-------------|----------|
| Week 1<br><br>8/26 | Introduction to Course and Qual Research<br><br>Peer Review with Critical Friend Team<br><br>Research/Writing as Process<br>*Start writing and don't stop* | Introductory Note Emailed to Bring Research Artifact<br><br>Post a picture of yourself on Discussion Thread | During the first week read:<br><br>Establishing CF Team (Bb)<br><br>Becker/Richards:<br>Becker, H. S. (2007). *Writing for social scientists: How to start and finish your thesis, book, or article.* Chicago: University of Chicago Press. Chapter 6: Risk by Pamela Richards. (ER).<br><br>*Recommended: Klein et al.* (Bb) |
| Week 2<br><br>9/2 | WoK and Qual Research<br><br>Design Matters<br><br>Site and Participant Selection | POST CURIOSITY MEMO & RESEARCH ARTIFACT PHOTO | Maxwell Chapters 1, 2 & 4<br><br>Yin Chapter 1 & pp. 26-30<br><br>Corbin & Strauss: Chapter 2 (ER)<br><br>Koro-Ljungberg et al. (EJ). Only read Table 1, pp. 689-690 |
| Week 3<br><br>9/9 | Researcher Relationships<br><br>Research Ethics<br><br>Conceptual Framework and Literature Review | Start digging through the Literature | Maxwell Chapters 3 & 5<br><br>Yin Chapter 5 & pp. 38-47, 61-65<br><br>Samaras Chapters 7 & 12 (Bb)<br><br>Kennedy article (EJ) |
| Week 4<br><br>9/16 | Research Proposal as Argument<br><br>Critique Design! | Oral article critique in CFT<br><br>POST RESEARCHER IDENTITY MEMO<br><br>In-class consultations begin | Maxwell Chapter 7<br><br>Overview Freedman (2007) (EJ) |

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| Week 5<br><br>9/23 | Interviews and Observations<br><br><br>Overview of Analysis | *Watch a famous TV interviewer* and come prepared to orally present key interviewer qualities<br><br>POST RESEARCH PROPOSAL | Yin Chapters 6 & 7<br><br>Mears Chapter 6 (Bb)<br><br>Saldana Chapter 1 (Bb) |
| Week 6<br><br>9/30 | Data Analysis<br><br>Coding Workshop I<br><br>Analytical Memoing | Work with CFT to draft interview questions<br><br>Schedule Pilot and Formal Interviews | Yin Chapter 8<br><br>Mears Chapter 7 (ER)<br><br>Saldana Chapter 2<br><br>*Recommended Braun & Clarke (Bb)* |
| Week 7<br><br>10/7 | Online Work<br>And Field Work | Revisit online data bases for Lit Review<br><br>Critique, refine, and polish interview questions<br><br>*Conduct Pilot Interview*<br><br>POST DRAFT LIT REVIEW by 10/14 | No readings this week |
| Week 8<br><br>10/14 | No Class | Monday classes meet instead of Tuesday classes this day only | |
| Week 9<br><br>10/21 | Standards of Validation<br><br>Practice coding | Start research analysis | Creswell, Chapter 10, Validation 2013 (Bb)<br><br>Maxwell Chapter 6 |

| Week 10 10/28 | Transparency and Trustworthiness  Dialogical Validity  Coding Workshop II Categories & Connections | POST ANALYTICAL MEMO  Bring data analysis piece one for check-coding | Yin Chapter 9 |
|---|---|---|---|
| Week 11 11/4 | Writing Your Analysis, Results, and Discussion | Continue check-coding  POST RESEARCH DRAFT for professor and peer review with tracking and comments | No readings this week  (Use Yin Chapters 10 & 11 as a reference) |
| Week 12 11/11 | Online work | POST PEER REVIEW 1 with tracking and comments  Work on Draft 2 and send for peer review by 11/18 | No readings this week |
| Week 13 11/18 | Abstract Workshop  Presenting your Argument  In class consultations with professor and peers | Continue to polish final paper | No readings this week |
| Week 14 11/15 | Online Work | POST PEER REVIEW 2 using rubric with brief comments | No readings this week |
| Week 15 12/2 | Class Presentation Briefs In 5 minutes:  *Tell us:*  1. Your argument 2. Your RQ 3. Key discoveries 4. Most valuable insight and mistake | POST FINAL PROJECT  Bring a printed copy clipped at corner. No binders or covers. Do not print appendix but include in posted e-copy on Bb | No readings this week |