Southern Illinois University at Carbondale
Department of Educational Administration & Higher Education

EAHE 587
INTRODUCTION TO QUALITATIVE RESEARCH

MWF 1:00-5:30pm Pulliam Hall L 0037

Summer 2014
June 9th - June 27th, 2014

Dr. Sosanya Jones
Assistant Professor
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Pulliam Hall, Room # 128C/ Telephone Office #6066
Office Hours: by appointment

COURSE DESCRIPTION

This course is designed to introduce students to the foundations, design, methods, analyses, and presentation of qualitative research. Our course readings will include philosophical texts about the epistemologies (ways of knowing) and purposes of qualitative inquiry as well as readings that discuss and provide examples of common qualitative methodologies and application of research techniques.

Prerequisite: doctoral standing or consent of course instructor.

COURSE OBJECTIVES

• Develop an understanding of “what” qualitative research is and “how” it can be applied in practice

• Understand the foundations, paradigms, and various forms of qualitative research

• Understand the claims to validity and knowledge made by qualitative methods

• Understand the researcher’s role as an instrument in qualitative inquiry

• Understand and practice selected qualitative methods and techniques

• To actively start to think like a qualitative researcher and engage in qualitative research design and analyses
COURSE TEXTS

There is one required text for this course. We will be drawing from the text extensively. This book is available at the university bookstore. You are welcome to purchase it online, but please make sure to obtain this specific edition.


In addition to the textbook, we will be reading articles and essays. These will be made available via Desire to Learn [D2L]. When available, we will also be making use of D2L for online links and to share information with each other. You will need a valid siu.edu email account, and an updated DAWG ID number. D2L can be accessed at: [http://online.siu.edu](http://online.siu.edu). When the reading is posted, you are expected to download it and bring it with you in either hard copy or electronic form for each class session. We will spend a great deal of time reading aloud, referencing, questioning and discussing the assigned texts.

EVALUATION

As the instructor, my goal is to have you thoughtfully engage in class readings, discussion, and activities so that you can gain a firm grasp of ‘what’ qualitative research is, and ‘how’ to begin to design and implement a qualitative study. You will be graded on a variety of structured research assignments designed to introduce you to some of the core concepts of skills of qualitative research. Your final grade will be based upon class participation, research assignments, and a final paper and presentation. Each of these parts is described below.

1. **Class Participation (50%)**: Your participation grade will also include your participation in a variety of in-class activities and discussions, which are listed below:

   a. **In-Class Activities and Discussion (10%)** - As a doctoral student, you are expected to contribute to class discussions and activities in an informed, critical, and reflective way. Your participation in this course will be a significant part of your final grade. In order to fully participate in class, you must attend consistently, prepare for class, and participate in class discussions and activities. Absences and tardiness are not acceptable and will affect your participation grade. Additionally, you are expected to both share and actively listen to others are critical skills in qualitative inquiry, therefore, you will be expected to share your thoughts, offer evidence for your claims, and bring an open mind to what others are sharing as well.

   b. **Observations (20%)** - You will be assigned to two observations at location of your choice (except for the SIU student health and counseling centers), both will be done during class time. The first observation will be conducted on **June 9th** and the second observation will be on **June 18th**. These observations will be used to develop two sets of typed field notes, a methods memo, and your final paper. You will be expected to bring your field notes as indicated on the course schedule.
c. **In Class Interview Construction and Critiques (10%)** - We will be completing 15-minute interviews in pairs in class on **June 18th**. These interviews will be a major component of your *Methods Memo* (see below), so it is very important that you come to class prepared to participate. For this assignment, you will need to take notes about your experience of being an interviewer and how the interview informed your understanding of interviewing. Your notes from the interview will be included with your observation notes for your Methods memo.

d. **In-Class Group Document Analysis Oral Presentation (10%)** This group assignment asks you to critically analyze a piece of media. For this assignment, we will be analyzing a film. Building on our study of the readings, you will apply the lens of critical theory to analyze and make sense of this film. This oral presentation should include an in-depth analysis of the major findings or themes from your groups’ analysis. Group assignments and guiding worksheets will be done in class.

2. **Research Assignments (30%)**: The assignments given in this course are designed to introduce you to different concepts and approaches in qualitative research as well as some of the central methodological approaches in qualitative research (interviewing, observation, and document analysis).

   a. **Research Question & Tradition Memo (5%)**: The researcher question and paradigm memo will outline the research question you would like to focus on for this course, as it relates to your observation at the location of your choice, and what paradigm(s) you have chosen to use for exploring this question. The research question can be anything you like as long as it framed as a qualitative researchable question (i.e. asks questions to uncover the meaning and nature of phenomena). The memo should state what your research question is, why it can be answered using qualitative inquiry, and paradigm(s) you would like to use to explore this question. The memo should also address why you did not choose the other paradigms. The memo should be no longer than 2 pages, double-spaced, APA formatted, and in 12-point Times New Roman font. **DUE: June 13th**

   b. **Researcher Identity Memo (10%)** The researcher identity memo should outline how your experiences, interests and assumptions relate to your research interests as a graduate student. You should describe how your experiences, professional training, assumptions and background have shaped your interest and understanding of your developing research interests. Your memo should address issues of both subjectivity and positionality. Ask yourself, for instance, why you care about this issue? What beliefs, experiences and understandings do you have about the topic, and how might these both help and hinder your research? How are you positioned relative to your research participants? How will you negotiate and think through these relationships? The memo should be no longer than 2 pages, double-spaced, APA formatted, and in 12-point Times New Roman font. **DUE: June 16th**

   c. **Ethics Examination (5%)**: Complete the “Protecting Human Research Participants” module through the National Institutes of Health or CITI. Available online at:
http://phrp.nihtraining.com/users/login.php. (Link available via Blackboard). Please print your certificate of completion and bring it to class. **DUE: June 18th**

d. **Methods Memo (10%)**: The methods memo should outline what methods you would choose for your hypothetical study, how they relate to your research question(s) and chosen paradigm(s). You are expected to include reflections about the development and analysis of your interview protocol and your observations at the location of your choice in this memo. When discussing interviews, highlight how the interview relates to the research question (s) and paradigm(s) you chose. When discussing observations, you should address any differences you experienced or noticed between the first and second observation. As well as any new insights and questions that emerged. Finally, this memo should also explain how you would use methods (and other efforts) to improve the rigor & trustworthiness of your study. This assignment should be no more than 3 pages, double-spaced, APA-formatted, 12 point Time New Roman font, and include your notes from your mock- interviews and observations. **DUE: June 23rd**

3. **Final Paper and Presentation (20%)**: For your final presentation and paper you will expected to demonstrate your understanding of the foundations, approaches, processes, considerations, and choices involved in conducting good qualitative research. You will do this by providing an overview of your hypothetical research question (based on your observations), the paradigm you would use to explore this question, the methods you would use to collect data, how you would attend to issues of rigor, trustworthiness, and ethics, and how you would go about conducting data analysis. You can provide examples from past memos and data collections (observations and mock interviews); however, you cannot simply “copy and paste” sections from your previous memos. Your presentation and written paper must show a clear effort to synthesize, reflect, and reframe your study in light of your experiences and insights over the period of this course. Your presentation should be no longer than 10 minutes in length (giving us only the highlights of your paper), and your paper should be no longer than 5 pages long, double spaced, 12 point Times New Roman font, and APA formatted. **DUE: June 27th**

**GUIDELINES FOR WRITTEN ASSIGNMENTS**

All written assignments for this class must be typed, double-spaced, and use 1 inch margins all around and 12 point font. You will be required to use APA formatting. If you receive grades on your written work that you don’t understand or are not happy with, you should visit me during office hours or schedule a time to discuss it with me. In general, the following criteria apply for all written work:

- **A level work** is reflects substantial effort, proof-read, and well thought out. Guidelines for the assignment have been followed thoroughly, and have been carried out in organized, coherent, and thorough manner. Arguments are well-cited with appropriate sources, use supportive examples, and are written in a compelling and persuasive manner. For papers and long essays, there is an
introduction, conclusion, and transition between sections. The mechanics of the paper are excellent with very few grammatical or spelling errors.

- **B level work** reflects satisfactory quality and a clear effort to complete the assignment. Most of the aspects of the assignment are covered in an adequate and organized manner. Supportive examples are given and arguments are organized and sensible. There is a clear structure to the paper. The mechanics of the paper are acceptable; however there may be some minor grammatical and/or spelling errors. However, these errors do not detract substantially from the clarity, organization, or content of the paper/essay.

- **C level work and below** is unsatisfactory. The paper reflects a lack of proofreading, understanding of the material, and/or lack of effort to address the guidelines for the assignment. The structure, clarity, and/or mechanics of the paper are below what is expected of graduate level work.

**ACADEMIC DISHONESTY & PLAGIARISM**

Academic dishonesty and plagiarism will not be tolerated. According to the SIU Plagiarism Committee (2007) plagiarism is defined as: “presenting existing work as one’s own”. Plainly speaking, any ideas or language or visual design taken from another source, including one’s own work, must be fully acknowledged unless the information is common knowledge. What is considered ‘common knowledge’ may differ from subject to subject.

To avoid plagiarizing, one must not adopt or reproduce material from existing work without acknowledging the original source. Existing work includes but is not limited to ideas, opinions, theories, formulas, graphics, and pictures.

Examples of plagiarism, subject to interpretation, include but are not limited to directly quoting another’s actual words, whether oral or written; using another’s ideas, opinions, or theories; paraphrasing the words, ideas, opinions, or theories of others, whether oral or written; borrowing facts, statistics, or illustrative material; and offering materials assembled or collected by others in the form of projects or collections without acknowledgment.” (SIU College of Education and Human Services, 2013).

Individuals suspected of academic misconduct will be handled according to established Southern Illinois University policies. In this course, if you plagiarize any aspect of any of the written assignments, you will receive a grade of F for the assignment and, as appropriate, for the class. Additionally, I reserve the right to use software to periodically scan for plagiarism, as well as the right to ask you for an electronic copy of your work for any assignment.
EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at <http://www.bert.siu.edu/>, Department of Public Safety’s website <http://www.dps.siu.edu/> (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

ACCOMODATIONS

Students with a disability who require reasonable accommodations should discuss the matter with Disability Support Services (DSS) and the professor immediately. DSS staff members are available to consult with students regarding appropriate academic accommodations and adaptations. Students can contact DSS at 618-453-5738, or stop by the office in Woody Hall B150. More information about Disability Support Services is available at: http://disabilityservices.siuc.edu/.
COURSE SCHEDULE

*Indicates a major assignment or product is either due or needed for the day

**Monday, June 9, 2014**

**Introductions, Foundations & Ideologies**


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**Wednesday, June 11, 2014**

**Qualitative Traditions & New Forms of Research**

**Assignment Due:** Bring in your observation notes and 1-3 research questions you would like to use to develop a hypothetical research study to explore one phenomenon or area of interest in detail.


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**Friday, June 13, 2014**

**The Researcher as an Instrument: Reflexivity and Positionality**

**Assignment Due:** Research Question & Tradition Memo


**Homework:**
- Continue to work on your personal research memo. Reflect on the questions of how your background, experiences, positionality, and biases connect to your research topic.

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**Monday, June 16, 2014**

**Rigor, Trustworthiness, & Ethics**

**Assignment Due:** Researcher Identity Memo

**Readings:**

**Homework:**
- Complete the “Protecting Human Research Participants” module through the National Institutes of Health or CITI. Available online at: http://phrp.nihtraining.com/users/login.php. (Link available via Blackboard). Please print your certificate of completion and bring it to class.
- Develop a rough draft of an interview protocol you think you could use to address your hypothetical research study (bring to next class).
• Continue to reflect on and identify what ethical issues could emerge in your hypothetical study and how you would address these challenges (this topic will need be included in your final presentation and paper).
• Review your SIU location of choice observation notes from last class

*Wednesday, June 18, 2014*  
Qualitative Methods

**Assignment Due:**
- Ethics Examination Certificate
- Bring in a rough draft of an interview protocol you think you could use for your hypothetical study


**Homework:**
- Based on your role play and critique, reflect on how to fine-tune interview and/or focus group protocol memo.
- Reflect on what differences you noticed from the 1st and 2nd observations, any new insights and questions emerge? Do you need to revisit or refine your research question in light of your lit review, conceptual framework, and 2nd observation? If so, do you have a new research question(s)?
- Finalize your Methods Memo (due June 23rd)

**Friday, June 20, 2014**  
No Class

On your own film viewing

*Monday, June 23, 2014*  
Data Analysis

**Assignment Due:**
- *Methods Memo* due
- Bring in three copies of your coding notes from your viewing of the film. We’ll be using these in workgroups to discuss and practice coding.


**Homework:**
- Start working on your final papers and presentations

**Wednesday, June 25, 2014**  
Conclusions

Homework:
- You should be working your final paper and presentations.

*Friday, June 27, 2014*  
Final Presentations and Paper

Assignment Due: Final Paper and Presentation

In Class Activity:
- Evaluations
- Presentations on hypothetical research studies
Syllabus Attachment
Summer 2014

IMPORTANT DATES *
Full Session Courses Begin ........................................06/09/2014
Last day to add a class (without Dean’s permission): ..................06/15/2014
Last day to withdraw completely and receive a 100% refund: ........06/22/2014
Last day to drop a course using SalukiNet: ........................07/13/2014
Final examinations: .........................................................07/31/2014–08/01/2014
Commencement: ..........................................................07/31/2014

Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage http://registrar.siu.edu/

FALL SEMESTER HOLIDAYS
Independence Day Holiday 07/04/2014

WITHDRAWAL POLICY ~ Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

INCOMPLETE POLICY ~ Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

Additional Resources Available:

SALUKINET: https://salukinet.siu.edu,cp/home/displaylogin
ADVISEMENT: http://advisement.siu.edu/
PROVOST & VICE CHANCELLOR: http://pvca.siu.edu/
SIU ONLINE: http://online.siu.edu/

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
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INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring: http://tutoring.siu.edu/
Math Labs: http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:

SALUKINET: https://salukinet.siu.edu,cp/home/displaylogin
ADVISEMENT: http://advisement.siu.edu/
PROVOST & VICE CHANCELLOR: http://pvca.siu.edu/
SIU ONLINE: http://online.siu.edu/


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