Course Description
This course introduces students to qualitative research in education. The course examines the foundations, design, methods, and analysis of qualitative research. Course readings include both philosophical texts about the foundations and purposes of qualitative inquiry, and methodological readings about the hands-on application of research techniques.

More Interesting Course Description
This is a skills-based course. In addition to recognizing both the constructivist paradigm and its historical place in research, you will:

- Practice qualitative research skills including: interviewing, creating protocols, observing, transcribing, analyzing, and writing case studies.
- Discuss ethics, rigor, trustworthiness, and positionality.
- Understand and complete documents related to human subject protection.
- Read current qualitative work and examine its methodologies.

Texts


Additional reading as assigned on D2L

Assessment

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assignment</th>
<th>Due date</th>
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</thead>
<tbody>
<tr>
<td>10%</td>
<td>Class Participation</td>
<td>Ongoing</td>
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Policies

SIU Policy on “Incomplete” as a Course Grade:
The following text is taken from the 2011-2012 Undergraduate Catalog, p. 32:
   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 a time period designated by the instructor but not to exceed one year from the close of 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, not to exceed one year, or graduation, whichever comes first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. Students should not reregister for courses in which an INC has been assigned with the intent of changing the INC grade. Re-registration will not prevent the INC from being changed to an F.

Attendance Policy
Attendance in this class is not optional. You are expected to be at all class meetings. If you are absent, you are expected to show professional courtesy, and let your professor know before class begins. If you know you will be absent for professional, academic, or personal reasons, it is best to tell your professor as soon as possible. Missing more than one unexcused absence may result in a negative effect on your participation grade and/or ultimately a lowering of your final grade. Missing more than three (3) unexcused classes will result in a failing grade.

Excused absences include:
   • Work-related responsibilities (do not abuse this)
   • Conferences
   • Religious observations (see University Policy on Accommodating Religious Student, SIU 2011-2012 Undergraduate Catalog, p. 494
   • Illness and family emergencies are unexcused absences according to policy. However, when determining how absences will affect your grade, I will consider your reason for missing.

Remember that class meetings are not a numbers game. Ultimately, I want you present to increase your knowledge and comfort with the material.

Tardiness Policy
Recognize that students who show up late break up the natural flow of the classroom. Class meetings will never be a surprise. In fact, you individually chose to attend at this time. Respect your own decision by being punctual. I will return your kindness by being punctual in dismissal (unless, of course, the conversation is just too good to stop).

Class Preparation
I expect each student to be prepared for class. Being prepared for class means the following:
   • Readings have been completed and are accessible for classroom discussion. Moreover, readings have been finished with enough time for each student to consider the works and anticipate conversation (if you are reading on the way into class, this is too late).
   • Assignments due each day are prepared in the required format and ready to submit.
• Students come with questions as well as personal stories that connect their own experience (personal or professional) to the readings.

Technology
• Laptops are allowed for note-taking purposes, but if you are seen on websites or doing work that is not related to the class, you will be instructed to put your laptop away.
• Desktops are not allowed because they are bulky, awkward to set up, and other students may be distracted by the anachronism. If you must bring a desktop, we will discuss it.
• Pagers are allowed for people in emergency services, drug dealers, and students who refuse to leave 1994.
• Cell phones are allowed, but should not be used during class as it is incredibly rude. If you need to take a call, be an adult and step outside. DO NOT TEXT DURING MY CLASS.
• Smoke signals may be received but not sent.

Statement on 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 from you is an important part of your education in this class, as well an essential preparation for any career.

Statement on Academic Honesty/Plagiarism
Plagiarism (intended or unintended) will not be tolerated. All work should be your own, and cited work should be summarized in your own words or cited with quotation marks and internal citation. See the Morris Library Guide on Plagiarism (http://libguides.lib.siu.edu/plagiarism)

Papers found to be plagiarized will receive a failing grade. If the plagiarism is deemed purposeful, the student may fail the class.

Statement of SIU Emergency Procedures
SIU 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 SIU Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in every building on campus and in the Emergency Response Guideline pamphlet. It is also available on BERT’s website at http://www.bert.siu.edu/ and on the Department of Safety’s website www.dps.siu.edu. 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.

Resources for additional academic help
With the cooperation of SIU’s Disability Support Services (DSS), each student who qualifies for reasonable supplementary assistance has the right to receive it. Students requesting supplementary assistance must first register with DSS in Woody Hall B-150, (453-5738) or http://disabilityservices.siu.edu/ Notice: If you have any type of special need(s) or disability for which you require accommodations to promote your learning in this class, please contact me as soon as possible. The Office of Disability Support Services (DDS) offers various support services and can help you with
special accommodations. You may wish to contact DDS at 453-5738 or go to Room 150 at Woody Hall to verify your eligibility and options for accommodations related to your special need(s) or disability.

**Writing Center**
The SIU Writing Center is paid for by student fees to help students. It is unwise to refuse help when it is offered and free. I highly recommend all students (regardless of their writing comfort or ability) to visit the Writing Center. They are located in Morris Library, and information can be found at http://write.siu.edu/

Please acknowledge that going to the Writing Center is not a sign of deficiency but a sign that you care about becoming a better writer.

**SIU email policy**
Official SIU Student Email Policy: http://policies.siu.edu/policies/email.htm
All communication will be done through your SIU email. It is your responsibility to check this email to keep up with class-related information.

**SIU Student Conduct Code**

**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. To make a referral to Saluki Cares click, call, or send: http://salukicares.siu.edu/index.html; (618) 453-5714, or siucares@siu.edu.

**Bubblegum Policy**
You may chew bubblegum, but do not remove the gum from your mouth except to throw it away in a trash bin.

**Classroom Respect Policy**
All students should be aware of how their comments may affect other students. This knowledge should not limit your freedom to speak. Instead, this awareness should empower you to both speak and recognize how your speech moves towards action.

While I enjoy a relaxed, welcoming, and even challenging environment for discussion, I will not tolerate those who seek to oppress, marginalize, or purposefully diminish other students or their voices. Quite simply, I will put a stop to it. This does not suppress your freedom any more than removing your hands from one’s neck suppresses your freedom. I encourage conversation, even conversation that could offend, but you will not use my classroom as a pulpit, regardless of what you are proselytizing.
Assignment Evaluation

- All assignments are expected at the beginning of each class unless instructed otherwise.
- All papers must have your name on them unless instructed otherwise
- All papers must be in APA format
- All papers citing other works must cite them (internally and externally) with correct APA format
- Major papers will be turned in on D2L through turnitin.com
- Assignments must meet the spirit as well as the requirement of the assignment

A level work
Work earning an “A” shows significant effort and expertise. This work is an exception, not the rule. “A” papers are complete, thoughtful, engaging, and well-formed. There are little to know mechanical errors or grammatical problems. These papers flow in prose and logic to shape an argument or explanation. They are essentially flawless, representing high-level graduate work.

B level work
Work earning a “B” shows some effort and strong understanding of the purpose of the assignment. There may some grammatical or mechanical errors. The papers show developed ideas and conclusions. “B” papers are well-written and well-organized though there may be room for the author to improve their writing or argument.

C level work
Work earning a “C” meets the requirements for the assignment. The rules are followed, but followed in a way that precludes creativity, imagination, or effort was put into the assignment. In short, ‘C’ papers did what was required and met minimum goals. They are often characterized by very simple structure if there is structure at all and distracting grammatical or mechanical issues.

D level work
Work earning a “D” attempted in the spirit of the assignment but missed the mark. These papers often have gratuitous errors that make reading difficult or burdensome. There is rarely any structure or guiding themes. “D” papers are often hastily written and do not incorporate all dimensions of the assignment.

F level work
Work earning an F either did not follow the directions of the assignment or was plagiarized.

Grade Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>89.5-100</td>
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<tr>
<td>B</td>
<td>79.5-89.49</td>
</tr>
<tr>
<td>C</td>
<td>74.5-79.49</td>
</tr>
<tr>
<td>D</td>
<td>64.5-74.49</td>
</tr>
<tr>
<td>F</td>
<td>0-63.49</td>
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*For questions on rounding, please consult me or your third grade mathematics teacher.

Please recognize that you know what grade you desire in this class NOW. Do not wait until the last week to discuss the many reasons that you need a (presumably) better grade. Recognize your needs and work towards those needs with each assignment, reading, and class discussion. Your scholastic, family, personal, or societal expectations pale in juxtaposition to your work in class.
Assignments

**Participation** (10%)
To participate in class means to fully engage in class discussion and activities. It is impossible to fully engage in either of these if you are un- or under-prepared. Participation includes asking questions, answering questions, active listening, synthesis, and suggestion. I teach with an emphasis on student inquiry. It will be both obvious and distracting if you are not participating. Participation includes but is not limited to:

- Punctuality
- Presence
- Preparation

“Teach me” papers will also contribute to this grade (2 pages double-spaced)

**Reading Abstracts** (10%)
In order to make sure that you are reading each article or book assigned, you will write a short summary. The summary should use the following format:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
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<tbody>
<tr>
<td>Citation:</td>
<td></td>
</tr>
<tr>
<td>Abstract:</td>
<td></td>
</tr>
<tr>
<td>Summary:</td>
<td></td>
</tr>
<tr>
<td>Notable Quotes:</td>
<td></td>
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<tr>
<td>Questions:</td>
<td></td>
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<tr>
<td>Future Uses:</td>
<td></td>
</tr>
<tr>
<td>Notable Citations:</td>
<td></td>
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</table>

The purpose of this exercise is to help you organize your thoughts, prepare for discussion, and organize your notes for future uses of this material. While you may be annoyed by it now, you will thank me later. As an additional recommendation, I suggest you do this in all other classes as well, especially those whose texts you may be using again in future study.

Your grade for this section will simply be a percentage of those assignments completed. These assignments will be due the day that each reading is due.

**Research Journal** (10%)
Good research requires careful note-taking. Throughout the semester, you will keep a journal of what you experience, learn, and think in this class. The journal will be shared with your instructor. It is good practice to start keeping research related things in one place. This can be used for questions, ideas,
thoughts about current research projects, or notes about future research projects. The journal should be written in at least twice a week during the course of the semester.

It will be turned in once mid-semester and again at the end of the semester.

*Evaluation of Articles* (10%)
It is important that you become familiar with navigating qualitative research. For this project, you will select 5 qualitative articles that are related in subject. You will explore the articles’ structure and methodology. You will then write a paper discussing the general structure of the articles.

Your paper should be no more than 5 pages, double-spaced, APA format.

*CITI or NIH Training and IRB* (10%)
All class members must get CITI training or NIH certified. Additionally, all class members must complete an IRB for their research plan.

*Final Research Project* (50%)
This project is the bulk of your final grade in this class. You will be working throughout the semester on this one project. Several grades will come from this one piece.

You will write a phenomenology on a population that you choose. To accomplish this, you will
a. Select a population
b. Research your population
c. Create an interview protocol
d. Interview 10-12 members of the population
e. Transcribe interviews
f. Analyze transcribed data
g. Write a final paper (that includes literature review, methodology, data, positionality, and recommendations)

This paper should be between 15-20 pages and include citations, double-spaced, APA format.

Be prepared to formally share your results with the class in a mock conference (15 minutes each).

Your final work should include the following:
- Short Literature Review (10%)
- Methodology Statement (10%)
- Protocol (10%)
- Positionality statement (10%)
- Rigor and Trustworthiness statement (10%)
- Final Paper with participant quotes (50%)
Schedule

Subject to change throughout the semester

Thursday January 21, 2016
Topic: Introduction to Qualitative Inquiry
      Expectations
      Crash Course in Qualitative Methodology

Readings: Skloot

Due:

Thursday January 28, 2016
Topic: Humans Subject Research
       IRB
       Visitor: Mandy King from IRB Office

Readings: Skloot
          Belmont Report
          Lichtman, Chapter 1-3
          Human Subjects Study application

Due: Semester Project idea and lit review (two-pages typed)
     CITI or NIH Training

Thursday February 4, 2016
Topic: Interviews and Protocol

Readings: Skloot (Finish)
          Lichtman, Chapter 10
          Olson, M. Qualitative Interviewing

Due: Completed IRB form (ASAP)

Thursday February 11, 2016
Topic: Methodology

Readings: Lichtman, Chapter 4, 7
Thursday February 18, 2016 (No-Class)
Interviews and Transcriptions

Thursday February 25, 2016 (RCML Conference, No Class)
Interviews and Transcriptions

Thursday March 3, 2016
Topic: Rigor and Trustworthiness
Readings: Lichtman, Chapter 10
         Seale, Silverman. Ensuring Rigor
         Ellis, C. Emotional and Ethical Quagmires
         Krefting, L. Rigor in Qualitative Research
Due: Teach Me Paper II (Interviews)

Thursday March 10, 2016
Topic: Subjectivity and Positionality
Readings: Peshkin. In Search of Subjectivity
          Merriam. Positionality
Due: Turn in Research Journals

Thursday March 17, 2016
Spring Break

Thursday March 24, 2016
Topic: Coding

Readings: Lichtman, Chapter 12
Hedlund De Witt, N. An overview and guide to qualitative data analysis for integral researchers.
Oldfather and West. Qualitative Research as Jazz

Due: Evaluation of Articles

Thursday March 31, 2016 (No Class)

Coding

Thursday April 7, 2016 (AERA Conference, No Class)

Coding

Thursday April 14, 2016
Topic: Analysis, Dialogue, and Reflection

Readings: Lichtman, Chapter 8
Pillow. Confession Catharsis or Cure

Due: Teach Me Paper III (Coding)

Thursday April 21, 2016
Topic: Experimental Writing

Richardson and St. Pierre. Writing: A method of inquiry
Barone and Eisner. Arts Based Research

Due: Teach Me Paper 4 (Qualitative vs. Quantitative)

Thursday April 28, 2016
Topic: Publication
Mixed Methods

Readings: Lichtman, Chapter 13  
Tashakkori and Teddlie Mixed Methods  
Johnson, B. Mixed Methods  
Rubel and Villaba. How to publish qualitative work

Due: Turn in Research Journals

Thursday May 5, 2016
Topic: Mini Conference I

Readings: None

Due:

Thursday May 12, 2016
Topic: Mini Conference II

Readings: None

Due: