

The University of Texas at Austin
Course Outline and Syllabus
Spring 2010

Course: Qualitative Research Design (EDA 381Q)
Meeting times: Mondays, 4-7 pm, SZB 364
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This syllabus dated January 22, 2010 is a working draft and is subject to change.
Please ensure you have the most recent version.

Description

This course is designed to assist the novice and intermediate researcher in understanding the history, purposes, and aspects of strong qualitative research. Through course readings, written assignments, guest speakers, and group discussion, participants will build on prior knowledge of qualitative research methods and examine the role of theory in research, validity and ethical considerations, and gain experience presenting research proposals. This course will also provide participants with experiences in participant observation, writing fieldnotes, interviewing, transcription, and coding.

Textbooks

There are four required textbooks for this course:

Maxwell, J.A. (2005). *Qualitative research design: An interactive approach* (2nd ed). Thousand Oaks, CA: SAGE Publications.

Ritchie, J. & Lewis, J. (2003). *Qualitative research practice: A guide for social science students and researchers*. Thousand Oaks, CA: SAGE Publications.

Glesne, C. (2006). *Becoming qualitative researchers: An introduction*. Boston: Pearson/Allyn & Bacon.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

The APA manual is intended to be used as a desk reference and will not be needed in class.

In addition, there is a reading packet downloadable from the Blackboard course website. The packet consists of book chapters and articles that are not accessible from the lib.utexas.edu website. Additional required readings for the course that are available online will be linked in the syllabus. It is the student's responsibility to download and print his or her own copy of the readings. Furthermore, it is expected students will have read the readings listed under each class meeting before class, and be prepared to discuss them.

Course Policies and Requirements*Attendance:*

Because of the hands-on and discussion-orientation of this course, students are expected to attend all course meetings. In instances of illness or emergency, students should contact Dr. Reddick via e-mail and arrange to borrow lecture notes or materials from a classmate. (It is your responsibility to “catch up.”) As the course meets on Mondays, there are fewer course meetings available; hence, attendance is of paramount importance.

Please make every effort to be in class on time. The interactive nature of the course means that arriving late will be disruptive to other participants.

Participation:

Students should come to each class meeting having read the course materials for the week and willing to share ideas, analysis, and questions. It is a good rule of thumb to share at least one idea or observation in every class. Simply coming to class prepared and participating is an easy way to earn the full ten points for participation. Conversely, it will be difficult to earn a high mark in the course without making a conscious effort to participate in each course meeting.

Assignments and Grading:

Students are required to submit the following assignments to successfully complete the course. These assignments are designed to assist you in applying concepts from the course discussion and readings to your own work. Please mark your calendars and take note of due dates for the assignments.

1. Memos (20% of grade, 5 points each) – Memos should be no more than 5 pages, double-spaced; however, do not feel you need to fill 5 pages if you can respond to the prompt in a more succinct manner. Memos should include correct citations in APA format, if needed. Please keep a copy of your memos on your computer; sometimes you will submit one copy to the instructor, and other times you will submit one to the instructor, and another to a peer. The topics for the memos are as follows:
 - a. Memo #1: What are your research passions, presumptions, pre-occupations, and predilections? (Due 2/1/10)
 - b. Memo #2: What theory/theories are you considering using in your work? (Due 2/15/10)
 - c. Memo #3: RQ and Methods Matrix (Due 3/22/10)
 - d. Memo #4 Validity concerns (Due 4/12/10)

2. Mini projects (20% of grade, 10 points each) – Mini projects are assignments that will take time beyond class to prepare. They also involve cooperation between others, so plan early so you are not scrambling to complete the project at the last minute. *Project 2b require a class project IRB application, so once you decide on the logistics of your project, you will need to submit the application to Dr. Reddick before conducting.*
 - a. Mini project #1: Participant observation – between today and February 22, observe how students at UT interact with motor traffic for 30 minutes. Conduct your observation in pairs or triads, but avoid discussing what you observed. (This will be done at a later date.) Write a memo of your observations. Submit two copies – one to your partner(s) and the other to Dr. Reddick. (Due 2/22/10)
 - b. Mini project #2: Create an interview protocol and interview someone for 30-45 minutes who has named someone else (e.g., a parent who has named a child), and transcribe the interview (this should be completed by 3/15/10). With the assistance of a colleague in class, analyze the data from the interview by coding the data into themes. (Due 3/29/10)
3. Article analysis (20%) – This assignment allows you to review a qualitative research study of interest (topically, theoretically, or methodologically) of your own choosing and provide a critique. In no more than 5 pages, briefly summarize the following aspects of the article: (Due 2/8/10)
 - What research questions are being asked in the study?
 - What theories or concepts are being used to frame the study?
 - What methods are used by the researcher(s) in the study?
 - What limitations and validity concerns come to mind as you review the study? How did the researcher(s) address those limitations?
4. Proposal project (20%) – This assignment provides an opportunity to apply the skills learned in this course in a proposal that can be used for funding or dissertation. Independently, or with a partner, write a research proposal for a qualitative study. The audience for your proposal is a foundation looking to fund studies on the topic of your choice or your dissertation committee. In no more than ten pages, make the case for your study, citing relevant literature, theoretical constructs for the work you propose, a methodological plan of action, and discussion of validity concerns with the study. (Due 4/26/10)
5. Presentation of proposal (10%)

The remaining 10% of the grade will be comprised of class attendance and participation.

Incomplete Policy:

I will not grant incompletes as a matter of course; they will be discussed only in extenuating circumstances. If you anticipate difficulty in completing the course requirements in time, you should reconsider taking this course.

Guidelines for Submitting Assignments

Please read this section carefully. Written work is due at the start of class on the due date and should adhere to the following format:

1. Printed single-sided on 8.5" x 11" white paper (printer or copier paper, 20 lb.), with 1" margins on the top, left, and bottom. The right margin should be 1.5" (to allow space for instructor comments). All assignments, with the exception of memos, should have a cover sheet with your name, the title of the assignment, and the date. The student's name should appear in the upper-right hand corner of the first page of the paper (or on a coversheet if you prefer). All papers should have the date of submission and a title. Page numbers (if submitting more than one page) should appear in the upper-right hand corner, and multiple pages should be stapled in the upper-left hand corner. Absolutely no submissions will be accepted via fax or as attachments to e-mail. Students should keep an electronic backup copy of all submitted work, in PDF format, with accurate time/date information. A word of advice – do not wait until just before class to print your paper!
2. Laser- or inkjet-printed at a quality of 300 dpi or better for clarity to the reader. Font size should be 11 or 12 point, using either Times New Roman or other serif font. Please, no Arial or Helvetica.
3. Proofread by at least one other person to check for spelling and grammatical errors. (Using Word's spell-check and grammar check is not sufficient!) For this reason, it is a good idea to work with a study group or at least one peer to exchange drafts before they are submitted.
4. Correct citation, in APA style. All papers should have a references section citing all works used, and cites should appear in text. Poor or spotty citations can often lead to charges of plagiarism. Be certain that you cite, even in drafts. If you have any questions about the use of APA style consult the APA Publication Manual, 5th edition, or ask Dr. Reddick or Danielle before you submit a paper.
5. Late papers will be deducted 1 point each day they are overdue. (For instance, a memo earning a 5 will be a 3 if turned in two days late.) It is acceptable to ask a classmate to submit a paper on your behalf if you are running late; however, do this at your own risk.

Reading Assignments and Course Content

#	Date	Topic	Readings	Assignment Due
1	January 25	Course Introduction	Syllabus	
2	February 1	Defining a researchable question	Glesne, Ch. 1 “Meeting Qualitative Inquiry” Maxwell, Preface, Preface to First Edition, and Ch. 1 “A Model for Qualitative Research Design”	Memo #1
3	February 8	Theoretical Frameworks	Ritchie & Lewis, Ch. 3 “Design Issues” Maxwell, Chapter 4 “Research Questions: What Do You Want To Understand?” Becker, Ch. 8 “Terrorized by the Literature”  Lee, “Behind the Model-Minority Stereotype” 	Article Analysis
4	February 15	Methods	Ritchie & Lewis, Ch. 2 “Applications of Qualitative Research” Maxwell, Ch. 3 “Conceptual Framework: What Do You Think Is Going On?” Glesne, Ch. 2 “Pre-study Tasks: Doing What Is Good For You” Reddick, “Shelters Through The Storm” (Skim Ch. 1-2, read Ch. 3)  Brayboy, “Hiding in the Ivy” 	Memo #2
5	February 22	Participant Observation	Glesne, Ch. 3-4 “Being There: Developing Understanding Through Participant Observation,” “Making Words Fly: Developing Understanding Through Interviewing” Maxwell, Ch. 5 “Methods: What Will You Actually Do?” Reddick, “The Gift that Keeps on Giving” 	Mini-Project #1
6	March 1	Participant Observation	Rist, “Social Class and Teacher Expectations” (HER) 	<i>Guest Speaker(s)</i>
7	March 8	Interviewing	Seidman, Ch. 1-2, “Why Interview,” “A Structure for In-Depth, Phenomenological Interviewing” 	<i>Guest Speaker(s)</i>
March 15 – Spring Break – No Class				
8	March 22	Analyzing and Coding Data	Glesne, Ch. 7 “Finding Your Story: Data Analysis” Ritchie & Lewis, Ch. 8-9 “Analysis: Practices, Principles, and Processes,” “Carrying Out Qualitative Analysis”	Memo #3 <i>Guest Speaker(s)</i>

9	March 29	Ethics and Validity Issues	Ritchie & Lewis, Ch. 10 “Generalising from Qualitative Research” Maxwell, Ch. 6 “Validity: How Might You Be Wrong?” Glesne, Ch. 5-6 “The Personal Dimension: Rapport, Subjectivity, and Reflexivity,” “But Is It Ethical? Learning to Do Right” Sanjek, “On Ethnographic Validity” 	Mini-Project #2 <i>Guest Speaker(s)</i>
10	April 5	Presenting Qualitative Research	Glesne, Ch. 8 “Writing Your Story: What Your Data Say” Ritchie & Lewis, Chapter 11 “Reporting and Presenting Qualitative Data” Solorzano & Yosso, “A Critical Race Counterstory of Race, Racism, and Affirmative Action” 	
11	April 12	Challenges Conducting Qualitative Research	Kliewer, Fitzgerald, Meyer-Mork, Hartman, English-Sand, & Raschke, “Citizenship for All in the Literate Community: An Ethnography of Young Children with Significant Disabilities in Inclusive Early Childhood Settings” (HER) 	Memo #4 Proposal Project Presentations (<i>if needed</i>)
12	April 19	Final Project Presentations		Proposal Project Presentations
13	April 26	Final Project Presentations		Proposal Project Presentations
May 4 – AERA Annual Meeting in Denver, CO – No Class				

University Policies

Students with Disabilities: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471.4641 TTY. For additional information, please refer to the Services for Students with Disabilities Web site at: <http://deanofstudents.utexas.edu/ssd/>

Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University. Policies on scholastic dishonesty will be strictly enforced. When in doubt, always err on the side of caution – consult the instructor if you have a question about an issue. For further information, please visit the Student Judicial Services Web site at: <http://deanofstudents.utexas.edu/sjs/>

Sexual Discrimination and Sexual Harassment: Students who believe they have experienced sexual harassment in the academic environment should consult the following Web site: <http://www.utexas.edu/policies/hoppm/04.B.02html>

Interested students are also encouraged to call the Office of the Dean of Students at 471-5017 and ask to speak to the Associate Dean of Students.

University Electronic Mail Student Notification Policy: Official communication with students in this class will be conducted through e-mail. Course announcements and updates will be posted on the Blackboard site. Students are expected to check e-mail on a frequent and regular basis in order to stay current on class activities and assignments. Unless otherwise notified, the instructor will use the e-mail provided to the University as the official address. For more information read:

<http://www.utexas.edu/its/policies/emailnotify.html>

Course Evaluation: You will be asked to provide the professor with informal feedback regarding aspects of the course that should be changed for future semesters. At the conclusion of the class, you will have the opportunity to evaluate the course and the instructor using the Standard University Course and Instructor Survey.