



LITC 7385 01 Qualitative Inquiry

Fall 2017

College of Education

Department of Language, Literacy and Special Populations

Instructor: Dr. Hannah R. Gerber, Ph. D.
TEC 107F
P.O. Box 2119/SHSU
Huntsville, Texas 77341
Phone 936-294-3864
E-mail address hrg004@shsu.edu
(I respond to email only M-F 9am-5pm)

Office hours:

Monday	By Appointment
Tuesday	By Appointment
Wednesday	SHSU 11-2 pm
Thursday	By Appointment

Day and time the class meets:

Monday 5:30pm to 8:20pm and Blackboard

Location of class: Hybrid. TEC 107G and Blackboard

Course Description:

This course provides both theoretical and practical dimensions of qualitative research. Various paradigms of qualitative research, such as case study analysis, naturalistic inquiry, discourse analysis, ethnography, and narrative analysis are addressed in this course. Candidates will engage in data collection, analysis, and reports of individualized research projects. The research project will enable students to summarize evidence related to psychological, sociological, and linguistic foundations of reading and writing processes and instruction.

3 credit hours.

Prerequisite: LITC 7300 and permission of the instructor.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Important: Acquiring skills in working with others as members of a team

Required Materials:

APA Manual Sixth Edition

Audio recorder

Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches*. 3rd ed. Thousand Oaks, CA: SAGE.

Miles, M. B., Huberman, A.M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*. 3rd ed. Thousand Oaks, CA: SAGE.

Saldana, J. (2013). *The qualitative coding manual*. Second edition. Thousand Oaks, CA: Sage.

Selected Articles and Resources (available in Blackboard the week before class)

Recommended Resources:

Gerber, H. R., Abrams, S.S., Curwood, J. C., & Magifico, A. M. (2017). *Conducting qualitative research of learning in online spaces*. Thousand Oaks, CA: SAGE.

Onwuegbuzie, A. J. (2016). *7 steps to a comprehensive literature review*. Thousand Oaks, CA: SAGE.

Course Format: Face-to-Face

Course Content:

- Students will examine various epistemologies within differing research paradigms and will chart and categorize studies into their appropriate paradigmatic stance.
- Students will read research studies from the major qualitative approaches (narrative inquiry, case study, phenomenology, ethnography, and grounded theory) and will critique existing studies for their strengths and weaknesses by analyzing the credibility and trustworthiness of the study.
- Students will review existing qualitative literature related to their area of interest and will offer critical analysis for the strengths and weaknesses of these studies as evidenced within article critiques and the development of a personal research database.
- Students will engage in debate about ethical norms within qualitative research studies and will analyze research studies for any ethical divergences.
- Students will apply appropriate fieldwork strategies such as interview, observation, artifact collection, and various other techniques in mock situations to practice data collection techniques.
- Students will learn analytic methods in qualitative data analysis such as thematic analysis, constant comparative analysis, etc. and apply these methods in order to analyze existing data
- Students will design a qualitative study that subscribes to one of the five major approaches, or diverges such as with a multi-method approach, evidenced through a research prospectus.

Course Requirements:

- Late assignment policy
- Time requirement
- Professionalism policy
- Academic Dishonesty policy
- Student Syllabus Guidelines with link (www.shsu.edu/syllabus)

Conceptual Framework Statement, Descriptors (5 indicators) and Logo:

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.



ASSIGNMENTS*

Assignment	Due Date	Points Possible
Meaningful Participation/Discussion	Continuous	12x25=300pts
Research Goals (Handout on Blackboard)	October 30	50 pts
1 Article Critique (Method Assigned)	November 6	50 points
Ethnographic Book Critique (From Selected List and Approved)	November 13	100 points
Interview Transcription	October 20	50 points
Fieldnotes Activity x 2 (Participant Observation and Observation Protocol)	October 30 October 30	50 points x 2= 100 points
Data Analysis Activity/Presentation	November 27	100 points
Research Matrix	November 27	200 points

TENTATIVE CALENDAR

Date	Pre-Readings	Assignments Due
October 23 <i>What is Qual?</i>	1) N/A	<ol style="list-style-type: none"> Fieldnotes from campus observation activity Blackboard Discussion (by Sunday reply to prompt and respond to classmate) Sign up for Ethnography/Presentation and analysis due November 20th

October 30 <i>Paradigms and Philosophies</i>	Creswell 1-3 and readings on Blackboard	<ol style="list-style-type: none"> 1. Goals worksheet (see Blackboard) 2. Blackboard Discussion (by Sunday reply to prompt and respond to classmate) 3. In class, generate interview questions about being a doctoral student.
November 6 <i>Approaches</i>	Creswell Ch 4-6 Dodie Niemeyer dissertation (pay close attention to the 13 step model for qual) See additional readings on Blackboard	<ol style="list-style-type: none"> 1. Research Matrix—1st draft (in class work session) 2. Interview classmate on doctoral program (in class interview session) 3. Article critique due. Presentation in class. 4. Blackboard Discussion (by Sunday reply to prompt and respond to classmate)
November 13 <i>Data Collection</i>	Creswell Chapter 7 See Blackboard for additional articles	<ol style="list-style-type: none"> 1) Ethnography Book Critique. In class presentation 2) Bring your research matrix to class 3) Blackboard Discussion (by Sunday reply to prompt and respond to classmate)
November 20 <i>Data Analysis</i>	Creswell Ch 8-10 See BB for additional articles	<ol style="list-style-type: none"> 1. Interview Transcription Due (must bring your transcription to class as we will be analyzing these using thematic analysis) 2. Blackboard Discussion (by Sunday reply to prompt and respond to classmate)
November 27 <i>Ethics</i>	Miles, et al Ch3 See Blackboard for additional articles	<ol style="list-style-type: none"> 1. Discuss findings/themes from interviews 2. Blackboard Discussion (by Sunday reply to prompt and respond to classmate)

*The instructor has the discretion to add or remove assignments as necessary.

Brief Description of Assignments

Detailed descriptions of some of these assignments will be provided for you in class when the appropriate time arrives. I will also provide you with rubrics to guide the evaluation of your work on many of these assignments.

1. **Meaningful Participation and Discussion**—Students are to read all assignments prior to the date that they are scheduled for discussion and are to participate in all class activities and discussions. Attending each class (whether online or face-to-face), and being prepared for each class is worth 25 points. You will get 25 points for the in-class session and 25 points for the online session (weekly discussion boards) ***We do many hands-on activities, so if you are not present in class, you will not get credit.***
2. **Research Matrix or Design Map**—You will submit a Research Matrix that begins to outline your plan for how you will conduct a qualitative study related to your research questions. Your Research Matrix must have the seven columns listed in the template (see Blackboard), and you should have at least two research questions, of which you will address each of the seven columns for each research question.

3. **Article Critique**—You will be responsible for critiquing an article related to your area of interest that falls within one of the five qualitative approaches. You will be assigned a methodological approach (case study, phenomenology, ethnography, grounded theory, or narrative research) and you will dissect this study to better understand the strengths and weaknesses of the methodological approach. You will dissect this article using the Research Matrix and in a one-page paper you will analyze the study for its strengths and weaknesses. You will present this to the class, as well as supply the class a copy of the article, your Research Matrix, and your analysis.
4. **Ethnographic Book Critique**—You will select a book length treatment of an ethnographic study. You will critique this study, which means that you will provide an analysis of the methods that the researcher used. You will create a Research Matrix (same Matrix as listed for above assignments), and write a one-page paper that discusses the study's strengths and weaknesses (including the limitations and the delimitations). You will present this to the class and provide the class with a copy of your Research Matrix and your one-page critique. The books to choose from are *A Search Past Silence: The Literacies of Black Males* by David Kirkland; *Harlem on Our Minds: Place, Race, and the Literacies of Urban Youth* by Valerie Kinloch; *Ways with Words: Language, Life, and Work in Communities and Classrooms* by Shirley Bryce Heath; *Critical Literacy and Urban Youth: Pedagogies of Access, Dissent, and Liberation* by Ernest Morrell; *Becoming Critical Researchers: Literacy and Empowerment for Urban Youth* by Ernest Morrell; *Doing Youth Participatory Action Research: Transforming Inquiry with Students, Teachers, and Researchers* by Nicole Mirra, Antero Garcia, and Ernest Morrell; *Learning to Labor: How Working Class Kids Get Working Class Jobs* by Paul Willis.
5. **Interview Transcription**—You will interview a classmate, transcribe this interview, and then analyze the transcript for relevant themes. Topic will be provided in class. You will then do first and second cycle coding using two of the coding processes (example in vivo, process, descriptive, etc.) in the Saldana text to analyze the interview. You will present this analysis in class, along with a half page reflection on what you learned about your interviewing skills/process. Reflect upon what you did well and what you need to improve.
6. **Field notes Activity**—You will take two sets of field notes. One set will be ethnographic field-notes (where you are a participant observer in a situation) and the other set will be field-notes where you use a protocol to guide your observation (as a third party observer). You will add jottings to these field notes and turn in a one-page reflection on the process and what you learned about collecting field notes and things that you feel you did well and other things you feel you must improve.
7. **Data Analysis Activity**—Using one of the analysis methods from the Miles, Huberman, and Saldana (2014) text or Saldana (2013) text, you will analyze one of your interview data. You will present to class the processes involved in your selected method and you will discuss your findings.

Course Evaluation:

All required course activities must be completed before a final grade will be assigned.

Grading Scale

A= 90-100

B= 89-80

C= 79-70

D=69-60

F=59-0

Learning Matrix:

Topic(s)/Objective(s)	Activities/Assignments	Measurement	Standards Alignment
-----------------------	------------------------	-------------	---------------------

	(including field-based activities)	(including performance-based)	S - SPA Standard Alignment TS—Texas Educator Standards/ Competencies CF-Conceptual Framework Indicator N—NCATE Knowledge and Skills Proficiencies by indicator
Demonstrate an understanding of the philosophical underpinnings of qualitative research in literacy education.	Class participation	Classroom participation	CF1
Investigate and summarize qualitative research methodologies related to literacy.	Class participation	Class participation	CF1
Collect and analyze qualitative data.	Guided practicum Data “Set” activity	Practicum observation Data “Set” rubric	CF 1, CF3
Explain and select appropriate sampling techniques.	Research proposal	Research proposal	CF1
Select research problems and formulate testable hypotheses	Research proposal	Research proposal	CF1 CF3
Critique a variety of literacy research reports and identify appropriate research designs.	Research proposal	Research proposal	CF1 CF3
Design and write a research proposal.	Research proposal	Research proposal	CF1 CF3
Use leading literacy research journals and reports.	Research proposal Classroom activities, readings	Research proposal Class participation	CF1 CF2 CF3

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a

religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center . They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center . For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/811006.pdf

VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Course Requirements:

Late assignment policy

Please pay special attention to observe the due dates for each of the assignments. If you are aware of problems or special situations **BEFORE** the due dates, ask your classmate to submit for you or contact the professor for special arrangements. **If your work is submitted later than the day specified, the following points are deducted from the assignment:**

1. Up to 24 hours-5% of the total assessed points are deducted.
2. 25-72 hours-10% of the total assessed points are deducted.
3. By the next class meeting 15% of the total points assessed are deducted.
4. Any other late assignment may not be accepted (each case is handled separately).

Time requirement

For each hour in class, you will be expected to commit at least three hours outside of class. It is expected

that if you enroll in this course, you can meet the time requirements.

Professionalism policy

Since you are studying to be educational role models, you will be expected to display professional behavior in all aspects during class time.

Academic Dishonesty policy

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

Cell Phone Policy:

The use by students of electronic devices that perform the function of a telephone or text messenger during class-time is prohibited. Arrangements for handling potential emergency situations may be granted at the discretion of the instructor. Failure to comply with the instructor's policy could result in expulsion from the classroom or with multiple offenses, failure of the course. Any use of a telephone or text messenger or any device that performs these functions during a test period is prohibited. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty (see student code of conduct <http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29>).

Student Syllabus Guidelines

Please see www.shsu.edu/syllabus

BLACKBOARD: The schedule and syllabus is subject to change, please check Blackboard Announcement regularly for any updated information.



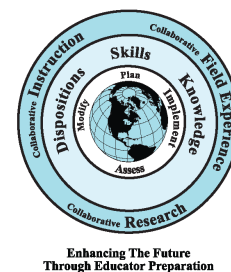
NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

“NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008).” The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>



Conceptual Framework Statement, Descriptors (5 indicators) and Logo:

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.

SHSU Dispositions and Diversity Proficiencies

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. *(Please provide additional information for the candidate if the DDP is administered during your course.)*

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Selected Bibliography:

- Beer, K. (1990). *Choosing not to read*. Unpublished doctoral dissertation, University of Houston.
- Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1997). *Women's ways of knowing: The development of self, voice, and mind*. NY: Basic Books.
- Bicklen, S. K., & Casella, R. (2007). *A practical guide to the qualitative dissertation*. NY: Teachers College Press.
- Bissex, G. (1980). *GYNS at work*. Boston, MA: Harvard University Press.
- Bogdan, R. C., & Biklen, S. K. (1998). *Qualitative research in education: An introduction to theory and methods*. Boston: Allyn & Bacon.
- Butler, D. (1980). *Cushla and her books*. NY: Horn.
- Calkins, L. M. (1983). *Lessons from a child*. Portsmouth, NH: Heinemann.
- Denzin, N. K., & Lincoln, Y. S. (1998). *Strategies of Qualitative Inquiry*. London: Sage.

Denzin, N. K., & Lincoln, Y.S., Eds. (2005). *The SAGE handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

Duke, N., & Mallette, M., Eds. (2004). *Literacy research methodologies*. NY: Guilford Press.

Dyson, A. H. (2002). *The brothers and sisters learn to write*. NY: Teachers College Press.

Dyson, A. H., & Genishi, C. (2005). *On the case: Approaches to language and literacy*. NY: Teachers College Press.

Fassler, R. (2003). *Room for talk*. NY: Teachers College Press.

Guerra, J. C. (1998). *Close to home: Oral and literate practices in a transnational Mexican community*. NY: Teachers College Press.

Hancock, D., & Algozzine, B. (2006). *Doing case study research*. NY: Teachers College Press.

Heath, S.B., & Street, B. (2008). *Ethnography*. NY: Teachers College Press.

Heller, C. E. (1997). *Until we are strong together*. NY: Teachers College Press.

Hesse-Biber, S. N., & Leavy, P., Eds. (2004). *Approaches to qualitative research*. NY: Oxford University Press.

Hicks, D. (2001). *Reading lives: Working class children and literacy learning*. NY: Teachers College Press.

Hynds, S. (1997). *On the brink: Negotiating life and literature with adolescents*. NY: Teachers College Press.

Kamberelis, G., Dimitriadis, G. (2004). *On qualitative inquiry: Approaches to language and literacy research*. NY: Teachers College Press.

Kamil, M., Mosenthal, P., Pearson, P. D., & Barr, R. (2002). *Methods of literacy research*. Mahwah, NJ: Lawrence Erlbaum.

LeCompte, M, Millroy, W., & Preissle, J. (1991) *The handbook of qualitative research in education*. San Diego, Academic Press.

LeCompte, M., & Preissle, J. (1993). *Ethnography and qualitative design in educational research* (2nd ed.). San Diego: Academic Press.

Lieblich, A., Tuval-Mashiach, R., & Zilber, T. (1998). *Narrative research: Reading analysis, and interpretation*. London, Sage.

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

Linde, C. (1993). *Life Stories: The creation of coherence*. NY: Oxford University.

- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.
- Merrifield, J., Bingman, M. B., Hemphill, D., & Bennett deMarrais, K. P. (1997). *Life at the margins: Literacy, language, and technology in everyday life*. NY: Teachers College Press.
- Paley, V. G. (1981). *Wally's stories: Conversations in the kindergarten*. Cambridge, MA: Harvard University Press.
- Paley, V. G. (1989). *White teacher*. Cambridge, MA: Harvard University Press.
- Paley, V. G. (1993). *You can't say you can't play*. Boston: Harvard University Press.
- Paul, J. (2005). *Introduction to the philosophies of research and criticism in education and the social sciences*. Upper Saddle River, NJ: Pearson.
- Purcell-Gates, V. (1995). *Other people's words: The cycle of low literacy*. Cambridge, MA: Harvard University.
- Rose, M. (1989). *Lives on the boundary*. NY: Free Press.
- Rymes, B. (2002). *Conversational borderlands: Language and identity in an alternative urban high school*. NY: Teachers College Press.
- Schram, T. H. (2003). *Conceptualizing qualitative inquiry: Mindwork for fieldwork in education in the social sciences*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Seidman, I. (2006). *Interviewing as qualitative research* (3rd ed.). NY: Teachers College Press.
- Spradley, J. P. (1980). *Participant Observation*. NY: Harcourt Brace Jovanovich College.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. London: Sage.
- Summer, A. (1970). *Me the flunkie*. Greenwich, CN: Fawcett Premier.
- Taylor, D. (1980). *Family literacy*. Portsmouth, NH: Heinemann.
- Taylor, D. (1990). *Learning denied*. Portsmouth, NH: Heinemann.
- Taylor, D. (1996). *Toxic literacies*. Portsmouth, NH: Heinemann.
- Witherall, C., & Noddings, N., Eds. (1991). *Stories lives tell: Narrative and dialog in education*. NY: Teachers College Press.

