



**LITC 7351 Advanced Qualitative Research  
Spring 2018  
College of Education  
Department of Language, Literacy and Special Populations**

**Instructor:** Dr. Hannah R. Gerber, Ph. D.  
TEC 107B  
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<b>Office hours:</b>	Monday	By Appointment
	Tuesday	Office Hours Online 12pm-3pm
	Wednesday	Office Hours/SHSU 12-3pm
	Thursday	Office Hours Online 12pm-3pm
	Friday	By Appointment

**Day and time the class meets:**

Saturday, January 27	9am-5pm (face-to-face)**
Week of Feb 6-10	Independent Hangout/Skype***
Saturday, March 10 <sup>th</sup> or Fri March 23	Class Skype 6pm to 9pm
Week of April 10-14	Independent Hangout/Skype***
Saturday, April 21st	9am-5pm (face-to-face)

\* I check email Monday through Friday between the hours of 9am to 5pm. Please allow up to 24-48 hours for response.

\*\*Additionally, for face-to-face meetings we will have a working lunch, so please bring your lunch with you.

\*\*\*Independent Hangouts/Skypes are scheduled with the professor as a conference about your research idea/progress.

**Location of class:** TEC 107G and online

**Type of class:** Hybrid

**Course Description:** This course is designed for those students who want to propose and conduct a qualitative study. Students will engage in data collection, analysis, and report writing of individualized research projects. These research projects will enable

students to summarize evidence related to psychological, sociocultural, critical and linguistic foundations of their field of study.

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

*Essential Objectives:*

2. Learning fundamental principles, generalizations, or theories.
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

*Important Objectives:*

9. Learning how to find and use resources for answering questions or solving problems.

**Required Textbooks:**

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

Mirra, N., Garcia, A. & Morell, E. (2016). *Doing youth participatory action research: Transforming inquiry with researchers, educators, and students*. New York, NY: Routledge Press.

Spradley, J. P. (1979). *The ethnographic interview*. Long Grove, IL: Waveland Press, Inc.

**Recommended Textbooks:**

Miles, M.B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook. Third edition*. Thousand Oaks, CA: Sage.

Saldana, J. (2013). *The qualitative coding manual. 2<sup>nd</sup> edition* Thousand Oaks, CA: Sage. (or later edition)

**Course Content:**

- Students will understand multiple advanced qualitative methods, such as multimethod approaches, youth participatory action research, and research ethics involving advanced approaches.
- Students will conduct interview research with key informants who can lend additional insight into their dissertation research.

**Course Requirements:**

- Late assignment policy

- Time requirement
- Professionalism policy
- Academic Dishonesty policy
- Student Syllabus Guidelines with link ([www.shsu.edu/syllabus](http://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.



### **Assignment Policy**

Assignments are due on the date that is listed on this syllabus. As a hybrid class, students are responsible for submitting all assignments due by the designated due date. These assignments must be submitted by the class meeting date and time and must be submitted electronically in the designated assignment Dropbox on Blackboard as a clearly labeled *Word* file with your first and last name in the extension, along with the assignment title.

(EXAMPLE: Interviewquestions\_HannahRGerber.docx)

There is no make-up policy for missed assignments. Major assignments/projects that are turned in late will receive a letter grade deduction on the assignments/projects for **each** day (including weekends) that the assignment is late.

I do not respond to emails on Saturday or Sunday. Please allow 48 hours from the time of your email being sent for me to respond.

### **Quality of Work Submitted**

All written assignments require that students submit coherent, logical, and carefully edited prose. All assignments should be word processed, and formal papers are to be in the APA style, 6<sup>th</sup> edition.

### **Evaluation**

All activities required for this course 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****ASSIGNMENTS\***

<b>Assignment</b>	<b>Due Date</b>	<b>Points Possible</b>
Meaningful Participation/Class Attendance (includes your discussion guides)	Continuous	300 points (100 points per class)
Discussion Boards	Between each F2F Class	300 points (3 Modules)
Independent Conference (2x)	Feb 5-9  April 9-13	100points (50 points each)
Reflection Papers (3x)	February 5th  March 26th  April 30th	150 points (50 points each)
Interview research	May 4 <sup>th</sup>	250 points

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

## TENTATIVE CALENDAR

Date	Topic/Online or F2F	Readings/Viewings Due	Assignments Due	Location
Weeks of January 17-26	Introduction	1) Read all of <i>Conducting Qualitative Research of Learning in Online Spaces</i> (to have read by first face-to-face class)	1) Discussion Boards	Online/ Asynchronous
Saturday January 27	Qual in Online Spaces	1) Finish <i>Conducting Qualitative Research of Learning in Online Spaces (CQRLOS)</i>	1) Discussion log for CQRLOS	SHSU  9am-5pm
Weeks of January 29-March 9	Thinking through independent research	1) Spradley, <i>The Ethnographic Interview</i>	1) Discussion Boards 2) Schedule independent conference with professor Week of February 5-9 (Have Spradley read by this date) 3) Research in Online Spaces Reflection (2/5/18)	Online/  Asynchronous and Synchronous
Saturday March 10 or Friday, March 23	Multi-method Approaches	1) Have all articles and readings in Blackboard complete	1) Discussion logs for readings/articles. Submit to Dropbox  2) Bring independent research materials (interviews conducted to date, prelim themes, etc. to class) to the online class to discuss.	Online, Synchronous 6pm to 9pm
March 12-16		Spring Break		

Weeks of March 19-April 6	Thinking through independent studies	1) Continue to work on independent readings related to research methods within your given area of interest	1) Discussion boards  2) Reflection Paper on Multimethod Approaches due on 3/26/18	Online/ Asynchronous
Weeks of April 9-20	Thinking through independent studies	1) Continue to work on independent readings related to research methods within your given area of interest	1) Discussion Boards  2) Read <i>Youth Participatory Action Research</i> by Mirra, Garcia, and Morrell  3) Schedule independent conference with me re: independent research week of April 9-13	Online/ Asynchronous and Synchronous
April 21	Youth Participatory Action Research	1) Have completed <i>Youth Participatory Action Research (YPAR)</i> by Mirra, Garcia, and Morrell	1) Discussion log for YPAR  2) Presentation/Discussion on interview research	SHSU Face-to-Face 9am to 5pm
Weeks of April 23-May 4	Finalizing Independent Research	Finalizing independent projects	1) Final Report on Interview Research 5/4/18  2) Reflection paper on YPAR 4/30/18	N/A

### Brief Description of Assignments

Detailed descriptions of some of these assignments will be provided for you in class when the appropriate time arrives.

1. **Meaningful Participation in Synchronous Class Sessions (F2F and Online)**—Students are to read all assignments prior to class and are required to participate in all class activities and discussions. **You must bring your own discussion guide on the readings** (which will also be turned in prior to class to the appropriate Blackboard Dropbox). Your reading discussion log should lists at least one to two quotes from each chapter in the book/article and a few keywords and thoughts to prompt your in-class discussion.

Additionally, due to the amount of hands-on activities we do, you must be present in class sessions to get full credit.

2. **Discussion Boards**—Discussion boards are an important part of extending the conversation between class sessions. You are required to answer the discussion board by the due date on the board, and to reply to at least two classmates by the due date on the board. Additionally, when a classmate responds to your post, you must reply back to them. Please balance the discussion board replies and if you notice one feed is not receiving any attention, please respond to that individual's post.
3. **Independent Conference**—At two points during the semester (see dates) you are required to have an independent conference with the professor about your independent interview research. These conferences will last 20-30 minutes either online or face-to-face (your preference). During the conference you must record and then transcribe the conversation. This will become a part of your reflective journaling and metacognitive thinking about your independent research; it can be used in your dissertation proposal. You will be given the opportunity to sign up for time slots the week prior to the Independent Conferences.
4. **Reflection Papers**—You are required to do a one-page reflection after each class on the advanced qualitative method that you have been introduced to. This will result in a total of three reflection papers (approaches in online spaces; mixing multimethod approaches; and participatory action research). In each paper you need to address these two points
  1. New insights that you have gained, and
  2. Some possibilities for using the new methods in your own research.
5. **Interview Research**—In this culminating project, you will identify an area of interest and you will research 6-8 key informants. Preferably, this will be in the area of your dissertation and will help you glean more insight into directions to go in your dissertation study. In the beginning of the course, you will read the Spradley book and formulate semi-structured interview questions, of which you will have approved by me. After approval of your interview questions, you will begin to identify key informants and schedule interviews with them. You will outline your sampling methods (refer to readings from Qualitative Methods). You will then transcribe each interview, and then analyze the corpus of data for findings. You can select whatever method of analysis that you think is most appropriate (examples include, but are not limited to discourse analysis, constant comparison analysis, thematic analysis, etc. Refer to readings from Qualitative Methods). You must explicitly document how you analyzed your data. Additionally, you can consider this pilot data for your dissertation, however, unless you have an approved IRB, you cannot publish this in journals, nor present it in conferences.

### **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](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](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.

## Bibliography

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