

Syllabus

EDAD 6308-001: Qualitative Research Design Fall 2016

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Office Hours: Tuesdays and Thursdays, 10:45-5:15, one additional day per week depending on scheduled meetings (Dr. Ray)

Section Information: EDAD 6308-001, Qualitative Research Design Methods, Fall 2016

Time and Place of Class Meetings: 5:30-8:20 p.m., Thursdays, Trimble 111

Description of Course Content

This doctoral level course is designed to provide students with a hands-on introduction to qualitative (interpretive) research design and methodology in education. The focus of the course is to explore the history, philosophy and process of doing qualitative research. Furthermore, we will discuss methods and techniques, why we carry out research by these means and the beliefs that shape our understanding about what it means to conduct research. Therefore, it is imperative for the success of this class that all participants are willing to think profoundly about the ideas and issues raised in this course, to share actively and openly in discussions, and to read the assigned material completely, thoughtfully and conscientiously.

Student Learning Outcomes

- Identify qualitative inquiry, methodologies and techniques appropriate for conducting research in education.
- Develop the necessary knowledge and skills to use various research strategies and/or approaches to engage in qualitative research.
- Apply principles and techniques of qualitative inquiry in a practical setting and to develop a project proposal.

- Engage in a critical analysis of different qualitative research traditions and studies.
- Use course content to generate new insights and applications for future work on qualitative research.

Required Textbook

Bogdan, R., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods*. Boston, MA: Pearson.

Other Required Course Readings

Bloom, L. R. (2002). Stories of one's own: Non-unitary subjectivity in narrative representation. In S. B. Merriam (Ed.), *Qualitative research in practice: Examples for discussion and analysis* (pp. 286-313). San Francisco, CA: Jossey-Bass. Retrieved from <http://qix.sagepub.com/content/2/2/176.full.pdf+html>

Bhattacharya, K. (2016). The vulnerable academic: Personal narratives and strategic de/colonizing of academic structures. *Qualitative Inquiry*, 22(5), 309-321.

Eisenhart, M. (2001). Educational ethnography past, present, and future: Ideas to think with. *Educational Researcher*, 30(8), 16-27.

Guillemin, M., & Gillam, L. (2004). Ethics, reflexivity, and "ethically important moments" in research. *Qualitative Inquiry*, 10(2), 261-280.

Honan, E., Knobel, M., Baker, C., & Davies, B. (2000). Producing possible Hannahs: Theory and the subject of researcher. *Qualitative Inquiry* 6(1), 9-32.

Luttrell, W. (2000). 'Good enough' methods for ethnographic research. *Harvard Educational Review*, 70(4), 499-523.

Moll, L. C., & Diaz, S. (1987). Change as the goal of educational research. *Anthropology & Education Quarterly*, 18(4), 300-311.

Moosa-Mitha, M. (2005). Situating Anti-oppressive theories within critical and difference-centered perspectives. In L. Brown & S. Strega (Eds.), *Research as resistance: Critical, indigenous, & anti-oppressive approaches* (pp. 37-72). Toronto, Ontario: Canadian Scholars' Press/Women's Press.

Oldfather, P., & West, J. (1994). Qualitative research as jazz. *Educational Researcher*, 23(8), 22-26.

Rumann, C. R., & Hamrick, F. A. (2010). Student veterans in transition: Re-enrolling after war zone deployments. *The Journal of Higher Education*, 81(4), 431-458.

Talbert, S. (2004). Ethnographic responsibility without the “real.” *The Journal of Higher Education*, 75(1), 80-103.

Villenas, S. (1996). The colonizer/colonized Chicana ethnographer: Identity, marginalization, and cooptation in the field. *Harvard Educational Review*, 66(4), 711-731.

Weis, L., & Fine, M. (2001). Extraordinary conversations in public schools. *International Journal of Qualitative Research*, 14(4), 497-523.

Descriptions of Major Assignments and Examinations

The following assignments are required for EDAD 6308. Use APA style for all submissions. There are no provisions for late work.

Reflections (30%). Reflections are one-page responses to prompts derived from the reading assignments. Students will be expected to synthesize readings and present thorough answers to the prompt. All reflections will be written in class; there are no make-ups for reflections.

Paper (40% of grade). Each student will prepare and submit an article-length paper of 20-25 pages in length, not including title page, abstract, or references. The purpose of the paper is to think deeply about the conceptual and theoretical frameworks that align with your proposed purpose, research questions, and methodology. The paper will include an introduction, review of literature, argument, theoretical framework, and design. Use Times New Roman font, 12-point type, APA format, and one-inch margins. Do not include excessive, long quotes. Be prepared to discuss your paper in class. Make sure that you do not include extra spaces in the header/footer. Make sure there is no automatic spacing between sections and paragraphs. If you turn in a paper less than the required length, be prepared for a substantial point reduction that will be applied before the grading rubric is applied.

Theory Discussion (10% of grade). Students will be assigned a theory to study and present to the class. You will lead a class discussion of approximately 20 minutes in length and should provide information about the theory including: 1) its history, 2) examples of use, 3) implementation techniques. The discussion should center on understanding and application of the theory and also teach and reinforce the content of your assigned theory in an effective and interactive manner.

Paper Presentation (20% of grade). The final exam will consist of a presentation of your paper and will occur during the last weeks of class.

Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructors of this section, we will take attendance each class period. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism

in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Grading

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructors) if their performance drops below satisfactory levels; see “Student Support Services,” below. While the final course grade is the sole judgment of the instructors, the following scale will be used as a guide:

A = 90-100% of points

B = 80-89% of points

C = 70-79% of points

D = 60-69% of points

F = 59% or less of points

Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grade Grievances

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

<http://catalog.uta.edu/academicregulations/grades/#graduatetext>

<http://www.uta.edu/deanofstudents/student-complaints/index.php>

Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to

students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability, or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with

University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>.

Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is just down the hall. When exiting the building during an emergency, one should never take an elevator but should use the stairwells.

Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. Evacuation plans may be found at <http://www.uta.edu/campus-ops/ehs/fire/EvacMapsBuildings.php>.

Students should subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>.

Student Support Services

The English Writing Center (411LIBR). The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 a.m. to 8 p.m. Mon.-Thurs., 9 a.m.-3 p.m. Fri. and noon-6 p.m. Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation (<http://library.uta.edu/academic-plaza>).

Academic Help

Academic Plaza Consultation Services library.uta.edu/academic-plaza

Ask Us ask.uta.edu/

Library Tutorials library.uta.edu/how-to

Subject and Course Research Guides libguides.uta.edu

Subject Librarians library.uta.edu/subject-librarians

Resources

Librarian to Contact: Andy Herzog, amherzog@uta.edu, 817-272-7517

A to Z List of Library Databases libguides.uta.edu/az.php

Course Reserves pulse.uta.edu/vwebv/enterCourseReserve.do

FabLab fablab.uta.edu/

Special Collections library.uta.edu/special-collections

Study Room Reservations openroom.uta.edu/

Library Home Page library.uta.edu

Conceptual Framework

The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout

each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

- The first core value, **Professionalism**, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.
- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

- **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
- **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
- **Technology** is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal—the development of informed and responsible *Partners for the Future*—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

Professional Dispositions Statement

Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. The non-emergency number is 817-272-3381.

Course Schedule

Date	Readings	Topics	Items Due
Aug. 25	Syllabus	Introductions; Foundations of qualitative research	
Sept. 1	Familiarize yourself with APA manual	APA, Guest speaker	
Sept. 8	Chapter 1; Foundations of Qual in Ed Phenomenology article: Rumann & Hamrick	Characteristics; Traditions; Politics and theory; 10 common questions; Phenomenology	Reflection
Sept. 15	Chapter 2 and Appendix A Case study article: Moll & Diaz	Research Design; Case Studies; Constant comparative method	Reflection
Sept. 22	Chapter 3 Grounded Theory article: Walsh et al.	Fieldwork; Triangulation	Reflection
Sept. 29	Chapter 4 and Appendix B Narrative articles: Bloom; Bhattacharya	Dealing with the Data; Narratives	Reflection
Oct. 6	Chapter 5-Data Analysis Ethnography articles: Eisenhart; Talburt	Analysis; Ethnography	Reflection
Oct. 13	Chapter 6-Writing it Up Article: Oldfather & West	The three Cs—choices, convincing, contribution	Reflection
Oct. 20	Chapter 7-Applied Qual Research for Ed. Article: Honan et al.	Educational research	Reflection; Theory Discussions
Oct. 27	Articles: Villenas; Moosa-Mitha	Theoretical Frameworks; Critical Race Theory; Anti-oppressive theories	Reflection; Theory Discussions
Nov. 3	Article: Luttrell; Green	Theoretical Frameworks; Life Force Theory	Reflection; Theory Discussions
Nov. 10	Articles: Mitchell; Weiss & Fine	Additional theoretical Frameworks	Reflection
Nov. 17	Article: Guillemin & Gillam	Coding; NVivo Data Analysis	Reflection
Dec. 1	Article: Lareau	Presentations	Reflection; Paper Presentations
Dec. 8	Article: TBA	Presentations	Reflection; Paper Presentations
Dec. 11			Final Paper

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. -Beth Ray