EER 7870: Fundamentals of Qualitative Research
Wayne State University  Fall 2013  3 Credit Hour
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(Appointments can be arranged upon request)

COURSE DESCRIPTION

Fundamentals of epistemological issues, educational perspectives of qualitative research and research design. Readings in qualitative research. Conducting the case study, personal history, and cognitive study. Overview of methods for analyzing talk, text, and interaction.

REQUIRED TEXT


Throughout the term, various articles and other documents will be uploaded under the “Content” tab of the Blackboard site for this course.

COURSE OBJECTIVES

My goal is to build a collaborative learning environment where each member develops the confidence and competency to conceptualize, carryout, and defend a pragmatic qualitative research study.

At the end of the course, you will be able to:

1. Describe the purpose and rationale for using qualitative research
2. Discuss the philosophical underpinnings of qualitative research, and provide a rationale for the epistemological, ontological, and methodological perspectives with which you best identify
3. Distinguish the characteristics and uses of various qualitative approaches e.g., ethnography, grounded theory, videography, etc., including appropriate uses and limitations of each
4. Develop a plan for collecting and analyzing qualitative research data based upon an identified research interest
5. Recognize the rules and regulations governing Investigation Review Board submissions
6. Critique and evaluate various qualitative research write-ups for congruence and methodological soundness

GUIDELINES FOR WRITTEN ASSIGNMENTS

All written assignments must be original and based upon the current edition of The Publication Manual of the American Psychological Association.

CLASSROOM STRUCTURE AND DESIGN

This class will become a collaborative learning environment where members capitalize on the resources of each other. Classes will be discussion-based, and so your attendance and participation in class activities is essential. While there will be a modest amount of lecturing, the course is designed for you to develop your knowledge-base and skills specific to the strategies and techniques covered. In addition to a few small assignments that you will take part during the class, you will complete a few group projects independently.
COURSE ASSIGNMENTS

Class participation (20 points)  
Due: Ongoing

Everybody’s wisdom is needed for the wisest result, and thus your participation will be important in this course. You will be expected to complete all reading assignments, as well as thoughtfully and respectfully contribute to classroom discussions. In addition to my impressions, those of your class members will be considered when determining the number of points that you receive for class participation.

Research Approach Workshops (15 points)  
Due: Sept 25 – Oct 9  
(See the Class Schedule section)

Of the research approaches identified on the Class Schedule section of the syllabus, you will select one. Your responsibility will be to lead the class discussion on the research approach chosen. Your presentation will be graded on two major factors: content and coherence.

CITI Certificate (15 points)  
Due: Friday, Oct. 18

At Wayne State University, research conducted on human subjects is carefully scrutinized. While you will not submit an actual application to conduct research during this course, my objective is that you become familiar with the applicable rules and regulations related to human research. For purposes of this class, you will complete the Collaborative Institutional Training Initiative (CITI), which is mandatory for all personnel and doctorate students who wish to undertake research involving human participants. The training is accessible at: http://irb.wayne.edu/mandatory-training.php From this site, you can also see the handy CITI Step-by-Step Guide and CITI Detailed Guide for the course. You should complete the Human Subjects Research (HSR) modules only. Prepare to commit up to 5-6 hours for the training.

Research Study Proposal (15 points)  
Due: Friday, Nov. 15

You will develop a proposal for a pragmatic qualitative research project. Consistent with a basic design for a qualitative study, your proposal should include three sections: Introduction, Conceptually or Theoretically Framed-literature review, and Methods (we will discuss these different elements as the course progresses). As a note, you will conduct your proposed study, as well as gather, analyze, and summarize the data during the final weeks of the term. This section should be 7-8 pages in length.

Presentation of Research Study (15 points)  
Due: Wednesday, Dec. 4

You will develop a power point presentation based on your Research Study Proposal. The presentation should be between 12 -18 minutes in duration. You should provide, at a minimum, a handout summarizing your presentation.

Research Study (20 points)  
Due: Friday, Dec. 13

In your final paper, you will report on the findings and conclusion sections for your project. This section should be 7 - 8 pages in length.

Please submit your assignments via the Wayne State University email system only by 5:00pm on the due date. My email address is dcoulter@med.wayne.edu. You should place your last name, along with the name of the assignment (for example: Coulter_CITI Certificate) in the subject line. Five points will be deducted for each day an assignment is late.

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>C+</td>
<td>76-79</td>
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<tr>
<td>C</td>
<td>70-75</td>
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<tr>
<td>F</td>
<td>Below 70</td>
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## CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Due dates</th>
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| Week 1          | Class Introductions  
Chapter 1: Qualitative research (pp 1 - 17)                         |                                  |
| Aug 28, 2013    |                                                                        |                                  |
| Week 2          | Introduction to Qualitative Research (pp 18 - 50)  
Chapter 2: A brief history of philosophical perspectives  
Chapter 3: Research choices and lenses |                                  |
| Sept 4, 2013    |                                                                        |                                  |
| Week 3          | Acknowledging a position (pp 51 – 84)  
Chapter 4: Philosophical stance  
Chapter 5: Personal stance, positionality and reflexivity | Veronica Bielat, Librarian  
Topic: Library Resource for Doctoral Level Students  
(90 min)  
Purdy/Kresge Library, Rm 250 |
| Sept 11, 2013   |                                                                        |                                  |
| Week 4          | Framing the study (pp 85 - 148)  
Chapter 6: The ‘who’ or ‘what’ of study  
Chapter 7: Research questions  
Chapter 8: Literature review  
Chapter 9: Theoretical and conceptual frameworks |                                  |
| Sept 18, 2013   |                                                                        |                                  |
| Week 5          | Choosing a research approach (pp 149 - 194)  
Chapter 10: Case Study  
Chapter 11: Pragmatic qualitative research  
Chapter 12: Grounded theory | Research Approach Workshops     |
| Sept 25, 2013   |                                                                        |                                  |
| Week 6          | Choosing a research approach (pp 213 – 242)  
Chapter 13: Ethnography  
Chapter 14: Phenomenology  
Chapter 15: Narrative approaches | Research Approach Workshops     |
| Oct 2, 2013     |                                                                        |                                  |
| Week 7          | Choosing a research approach (pp 243 – 304)  
Chapter 16: Action research  
Chapter 17: Collaborative approaches  
Chapter 18: Evaluation  
Chapter 19: Arts-based approaches | Research Approach Workshops     |
| Oct 9, 2013     |                                                                        |                                  |
| Week 8          | Collecting Data (pp 305 - 416)  
Chapter 20: Time, place and participants  
Chapter 21: Ethics and ethical approval | Ray-Nitra Pugh, Education Coordinator  
Office of the IRB  
CITI Certificate  
Friday, October 18, 2013 |
| Oct 16, 2013    |                                                                        |                                  |
| Week 9          | No class – Independent Study                                         |                                  |
| Oct 23, 2013    |                                                                        |                                  |
| Week 10 | Oct 30, 2013 | **Collecting Data (pp 417 - 450)**  
Chapter 22: Fieldwork  
Chapter 23: Interviews  
Chapter 24: Focus group interviews  
Chapter 25: Observation  
Chapter 26: Documents |
|---|---|---|
| Week 11 | Nov 6, 2013 | **Working with data and findings (pp 417 - 450)**  
Chapter 27: Data handling and coding  
Chapter 28: Data analysis |
| Week 12 | Nov 13, 2013 | **Working with data and findings (pp 451 – 484)**  
Chapter 29: Data interpretation  
Chapter 30: Quality |
| Week 13 | Nov 20, 2013 | **Writing about the research (pp 485 – 522)**  
Chapter 31: Researcher voice  
Chapter 32: The research report |
| Week 14 | Nov 27, 2013 | **No class – University Holiday** |
| Week 15 | Dec 4, 2013 | Class Debriefing/Participation Scoring Evaluation  
Research Study Presentation Wednesday, December 4, 2013 |
| Week 16 | Dec 11, 2013 | **No class**  
Research Project Final Paper Friday, December 13, 2013 |

**OTHER MATTERS:**

**Cancellations of Class & “Weather” Policy:** If for any reason I must cancel class, I will send a mass email via the university system. You must determine when it is not safe to travel. We come from a variety of locations and conditions always vary, so make good decisions based on your conditions and turn around if driving is not safe. If the campus is open, I must hold class.

**Academic Integrity: Plagiarism, Fabrication, and Cheating** ([http://doso.wayne.edu/student-conduct/Academic_Integrity.html](http://doso.wayne.edu/student-conduct/Academic_Integrity.html)):

**WSU Plagiarism Policy:** Plagiarism includes copying material (more than 5 consecutive words) from outside texts or presenting outside information as if it were your own or by not crediting authors through citations. (APA cites require author, year, and page number for direct quotes in quotation marks and for paraphrases with no quotation marks.) Plagiarism can be deliberate or unintended. If in doubt about the use of a source, cite it. It’s also troublesome – and plagiarism – to recycle your old papers or parts of them or ideas from them, etc. Always, always, always check with the professor before you use something for two courses! You can read the two web resources related to plagiarism to learn more: A good plagiarism definition and lots of good advice can be found at: [http://www.suite101.com/content/definition-for-plagiarism-a10232](http://www.suite101.com/content/definition-for-plagiarism-a10232); and paraphrasing examples good and bad at [http://library.csusm.edu/plagiarism/howtoavoid/how_avoid_paraphrase.htm](http://library.csusm.edu/plagiarism/howtoavoid/how_avoid_paraphrase.htm)

**WSU Fabrication:** Fabrication involves any intentional falsification of one’s expertise, such as by bulking up a list of references with citations that you did not examine fully, listing sources in a bibliography that were not used in a research paper, or citing information not taken from the source indicated. The most common way that this occurs is that a scholar cites an unread primary source, instead of the secondary source that s/he read. That is, suppose you are reading a paper by Fred Smith and he
quotes Mary Jones on some topic or another. APA requires that a scholar using Mary Jones’s quote, who got it via reading Smith, cite this quotation by writing: (Jones, quoted in Smith, 1999, p. 127). It is a fabrication of one’s expertise to say that one got the quote from Jones - ala (Jones, 1989, p. 14), which is where Smith got it. Another common way that fabrication is done by students is to revise a secondary source’s statement synthesizing findings from across a wide range of authors, especially by making it unrecognizable to plagiarism checkers, and instead of citing the secondary source the writer including the string of primary sources, and then listing references from the primary sources in the bibliography.

**WSU Cheating:** Cheating involves using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information, or assistance in any academic exercise. Examples include: copying from another student’s test paper or other work, allowing another student to copy from a test paper, and using unauthorized material such as a “cheat sheet” during an exam.

**Students plagiarizing, fabricating, or cheating will receive a failing grade in this course. University policy states that students can also be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty.**

**WSU Disability Services Policy:** If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. Once you have your accommodations in place, I will be glad to meet with you to discuss your special needs. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only).

**WSU Religious Observance Policy:** Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of each individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**WSU Withdrawal Policy:** Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN:

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal.