Division: Theoretical and Behavioral Foundations  
Program Area: Educational Evaluation and Research  
Course #: EER 8900  
Section#: 001  
Course Title: Qualitative Design for School Research  
Term/Year: Fall, 2014  
Course Location: Arranged  
Day & Time: Arranged  
Instructor: Professor Shlomo Sawilowsky  
Office Address: 371 Education  
Office Hours: Arranged  
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Course Description:  
EER Majors: Field Placement. Non EER: Majors: Non-Field Placement. All Majors: Integration of theory with practice for conducting, analyzing, and reporting qualitative research or evaluation in the schools.  

Course Outcomes:  
(All Majors): The purpose of this course is for the student to investigate and formally adopt one of the major traditions of qualitative research, and from a theoretical perspective explore the chosen tradition’s predominate methodology along with its methods/techniques. This exploratory process will be conducted in consultation (Skype, telephone) with the professor on a weekly basis.  

Texts:  
Journal articles in .pdf chosen by students must be submitted along with article synopses.  

Assignments  
1: (All Majors): The student will choose five major applied studies from the professional peer reviewed literature pertaining to the chosen tradition, prepare a synopsis of each study’s strengths and weaknesses, and take a reflective stance on how the applied study moderates the student’s understanding of the chosen tradition.  

2: (All Majors): The student will conduct a “wax-on wax-off” simulation to hone observation skills. This will require a 20 hour observation period from one of the vignettes below:
a) Birds. A squirrel-resistant bird feeder will be obtained by the student and placed where it can be observed in an unobtrusive manner (e.g., through a window). The student will prepare a five page report with supportive journaling or memoing regarding the culture of squirrels, robins, sparrows, chickadees, blue jays, cardinals, grackles, cowbirds, and any other wildlife from the perspective of the chosen tradition.

b) Fish. A minimum 5 gallon acquirement will be obtained by the student with at least five different types of fish or aquatic creatures. The student will prepare a five page report with supportive journaling or memoing regarding the culture of the fish and other aquatic creatures from the perspective of the chosen tradition.

c) Other non-human vignette. In consultation with the professor, the student may suggest other vignettes for observation, which may be substituted for #1 or #2 above if authorized by the professor.

3. (EER Majors): The student will visit a school site that is relevant to potential dissertation topics, as discussed with the professor, and make at least three authorized visits to familiarize her/himself with the environment. The student will discuss the phenomenological field with the professor as it relates to initial engagement and potential prolonged engagement issues.

3. (Non-EER Majors). The student will revisit Objective #1 and either (a) develop a secondary tradition, or (b) investigate a secondary methodology within the original tradition, and repeat Objective #2.

Value of Assignments
1. Readings synthesis (25%)
2. Weekly Skype/Telephone conversations (25%)
3. Wax-on Wax-off simulation exercise (25%)
4a. EER Majors: Weekly Skype/Telephone conversations on initial and prolonged engagement issues (25%)
4b. NonEER Majors: Secondary tradition or methodology, and repeat Objective #2. (25%)

Grading Scale (%)
A = 90 - 100
B+ = 83 - 84
B = 78 - 82
B- = 75 - 77
C+ = 73 - 74
C = 68 - 72
F = 67 and below
Academic Dishonesty/ Plagiarism

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf]). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University's Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html]) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html]) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

Enrollment/ Withdrawal Policy

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th 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 request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th
full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details: http://reg.wayne.edu/students/information.php

**Attention Students with Disabilities:**

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. 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 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**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 the 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.

**Wayne State University Writing Center**

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing,
from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/.

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.