EER 7870: Course Syllabus
Dr. Mary L. Montie

Division: Theoretical/Behavioral Foundations (TBF)
Program Area: Education Evaluation & Research (EER)
Course: EER 7870
Course Title: Fundamentals of Qualitative Research
Section #: 001
Term/Year: Fall 2017
Course Location: 19 Prentice Hall
Day/Time: Tuesday 5:00pm – 7:30pm

Office Hours: Office hours/appointments can be arranged via email
Email: ac8587@wayne.edu
Phone: (313) 378-2184 (**Emergencies only – please)

Required Text
Creswell, Qualitative Inquiry and Research Design, 4th Ed.

Recommended Text
Schwandt, Sage Dictionary of Qualitative Inquiry, 4th Ed.

Course Description
Fundamentals of epistemological issues, educational perspectives of qualitative research and research design. Readings in research using qualitative data. Overview of methods for gathering and analyzing talk, text, and interaction.

Course Objectives
Students will investigate possibilities and various ways of dealing with procedural, philosophical, analytical, and ethical issues related to undertaking research projects using qualitative data. While not a comprehensive compendium, this course will lay sufficient groundwork to allow you to find and utilize other modalities in your own research. Specifically, in this course you will:

1. Describe the purpose of qualitative research.
2. Distinguish the characteristics and uses of various qualitative approaches e.g., ethnography, grounded theory, videography, etc., including appropriate uses and limitations of each
3. Develop a plan for collecting and analyzing qualitative research data based upon an identified research interest
4. Recognize the rules and regulations governing Investigation Review Board submissions
5. Critique and evaluate various qualitative research write-ups for congruence and methodological soundness
6. Reflect on your own presuppositions and subjectivities concerning educational research processes.
7. Specify the units of analysis examined in research using qualitative data and the nature of the explanations generated. What kinds of human situations does research using qualitative data examine?
8. Discuss relevant qualitative research strategies for examining such problems, to select pertinent data sources, data collection methods, and data analysis methods, and to assess the results of such efforts.
9. Examine ethical dilemmas and issues related to research processes.
10. Recognize exemplars of qualitative research derived from varying approaches and traditions; identify the goals and presuppositions of these different exemplars.

Course Policies
1. Please arrive on time with items being presented for feedback already printed.
2. Late work will rarely be accepted.
3. Cell phones must be on vibrate at all times.
4. Computers must be off unless needed for the class.
5. No printing in the classroom (if applicable).
6. All written work must be original and demonstrate appropriate communication skills (e.g. correct spelling, punctuation, grammar, organizational skills, etc.) and meet the scholarly standards of *The Publication Manual of the American Psychological Association* (current edition).
7. Because class is based on the contributions of every class member, attendance is expected.
8. Because of the privacy of communications between faculty and students about their coursework, I must communicate with you via the Wayne State email system.

Course Expectations
Respectful interactions are expected of all students.
As Wayne State University students, I expect the highest levels of professionalism.
As graduate students at Wayne State University, the free discourse of ideas should be expected.
Please be sensitive in class participation by not unfairly dominating discussions.

Course Evaluation
Classroom Discussion/Participation 15%
WSU/IRB CITI Mandatory Training 15%
Theory Statements (2 @10% each) 20%
Researcher Reflexivity (Subjectivities) Statement 10%
Article Reviews (2 @10% each) 20%
Research Outline 20%
Total 100%
Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Assignments Due</th>
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| Week 1 9/5/2017 | Introductions  
Syllabus review  
Brief discussion of qualitative research and researcher reflexivity  
Chapter 1 – Introduction Qual Res |                        |
| Week 2 9/12/2017 | Chapter 2 - Theory  
Narrative Research |                        |
| Week 3 9/19/2017 | Chapter 3 – Qual Design |                        |
| Week 4 9/26/2017 | Chapter 4 – Approaches to Qual Inquiry  
Phenomenology |                        |
| Week 5 10/3/2017 | Chapter 4 – Approaches to Qual Inquiry  
Grounded Theory | Article #1 due |
| Week 6 10/10/2017 | Chapter 4 – Approaches to Qual Inquiry  
Ethnography and Case Study | Copy of CITI Certification due |
| Week 7 10/17/2017 | Chapter 7 – Data Collection  
Theory Statement #1 due  
Article #2 |                        |
| Week 8 10/24/2017 | No class -  
Work on Research Outline |                        |
| Week 10 11/7/2017 | Chapter 8 – Data Analysis |                        |
| Week 11 11/14/2017 | Chapter 10 – Qual Standards and Evaluation  
Theory Statement #2 due |                        |
| Week 12 11/21/2017 | No class -  
Work on Research Outline |                        |
| Week 13 11/28/2017 | Research Outline discussion  
ALL coursework due - |                        |
| Week 14 12/5/2017 | Course evaluation  
Have great holidays!! |                        |

Course Assignments

Course Assignments  
Classroom Discussion/Participation 15%
You are required to participate in classroom discussion. Participation includes class activities. These will not be graded individually. Please be prepared to participate during class.
WSU/IRB CITI Mandatory Training 15%
Complete the online CITI training.
http://www.irb.wayne.edu/
Please complete the training for all of the modules for human participants only (please review handout).

Theory Statements (2 @ 10% each) 20%
Over the course, you will need to construct 2 essays – 2 to 2 ½ pages each (please follow this page limit!), describing your understanding of two of the theoretical perspectives below (please review chapter 2):

Feminist theories
Critical theory
Critical race theory
Queer theory
Etc.

Researcher Reflexivity Statement (5 @ 2 points each) 10%
As discussed in class and demonstrated during the first class, please complete at least 5 Researcher Reflexivity (Subjectivities) Statements that reflect/describes who you are, how you feel, potential biases, your cultural awareness, reflections on chosen literature, etc., in relation to your research outline. Each Statement should be at least 1 page long.

Article Reviews (2 @10% each) 20%
You will review two peer-review articles in your chosen methodology. These Reviews should not be longer than three pages. Please double space both reviews. These reviews are sometimes called “reaction papers.” These reviews are important as they prepare you to:

- Find relevant articles appropriate for your research/scholarly work
- Find relevant information (to discard or not discard?)
- Find relevant particular information/develop synthesis of scholarly material

These Reviews are not a recap of the article/scholarly work, rather; these Reviews are a synthesis of the peer-reviewed articles. These Reviews should be organized around the thoughts, concepts, ideas, and so on. These Reviews are good practice for your dissertation, as this is typically your second chapter! (We will discuss my dissertation as an example as a class activity.)

Article Reviews should be carefully written, and include the following:

Article Citation (Attach a copy of the article that you used!)
Research Purpose
Design and Methodology Used
Research Questions
Site Description/Participant Inclusion Criteria
Data Collection Methods
Data Analysis Methods
Findings/Conclusions

Personal Critique

Research Outline 20%
Design an outline for a research project that is relevant (perhaps even used later) in your graduate studies. This outline should not be longer than five pages long. Please double-space and include the following:

Research Abstract (1 page)
- State the importance and explain information related to your research study
  - What will you study?
  - Why is this research important to you?
- What scholarly literature will you utilize? (at least 5 references)
- What do you think the gaps in the literature are?
- How will your study contribute to the literature/scholarly arena?

Research Purpose/Problem (1/2 to 1 page)
- Define the purpose of the research/problem
- Write research questions

Research Design (1 page)
- Describe your research site/setting completely
- Data collection – What methods will you use to collect your data? What will you need to successfully answer your research questions?

Participant Selection/Inclusion Criteria (1 page)
- Who are your participants?
- Why did you include these participants?
- Be specific with inclusion criteria

Data Analysis (1-2 pages)
- Describe in detail how you would analyze your data
- Data analysis should be stated in chronological order and include specific directions (including what the research participants are expected to do)

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.

Resources for optional inclusion in course syllabi:

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.

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.

***Please note: Dr. Montie reserves the right to change this syllabus at any time during the course. Students will be notified of any/all changes.