Welcome Letter (September 2016)

Dear Students,

Welcome to EER 7870, a graduate course on the Fundamentals of Qualitative Research. Thank you so much for choosing to be in this class this semester.

This is the beginning of what will hopefully be a long journey in qualitative inquiry—a journey that may end up taking you far beyond this one course. Qualitative inquiry methodologies have led me to places that have been surprising, challenging, and rewarding all at once. And I was not even expecting to use qualitative methodologies, much less become a qualitative methodologist!

We all come to this class for different reasons. If you are like I was, you might be here because you have to take it. Because it is required and you would like to graduate. You might be here because you already know that you want your thesis, dissertation, or research project to be a qualitative inquiry. Or, perhaps you are simply curious and want to know more. Regardless, many of us likely are coming into this with a shared wondering: what is qualitative research?

That is an excellent question, and it is one that we will explore throughout the semester. We will spend a lot of time considering what qualitative research was, is, and might one day become. But for now, I would suggest that one of the strengths of the field is that qualitative research is many things to many people. In other words, there is not one right way to do qualitative research. Rather, there are countless possibilities. And who we are, how we think, and what we hope to accomplish in life greatly influence the methodologies we eventually choose.

In this class, we will step back to examine many of these broader questions. We will think about who and what research is for, and we will ask questions such as: what is knowledge? How is it produced? Who gets to produce it? Toward what ends? Because these are questions that often do not have ready answers, they are questions that may stay with us long after the semester ends.

This is why I think of qualitative inquiry as a journey—one that unfolds over time and provides many potential paths forward. We will focus on some of those paths in this class, including ethnographic, narrative, grounded theory, case study, and phenomenological methods. We will also practice interviewing, transcribing, observing, recording field notes, and analyzing ‘data.’

But to stop there would be to overlook what else qualitative inquiry methodologies have to offer. Therefore, we will go further and preview even more methodologies depending on our interests. We might engage other methods like conversation analysis, discourse analysis, or visual studies. We might try arts-based research, innovative writing practices, or creative inquiries in the posts-. Along the way, we also might explore sociocultural approaches to research in education that involve Critical Race Theory, disability studies, feminism, queer theory, the Global South, and Indigenous ways of knowing, among others.

There is a place for everyone in qualitative inquiry, and we will work together throughout the semester to find yours. I am looking forward to a wonderful semester with you all.

Warm regards,
Jasmine B. Ulmer
EER 7870: Fundamentals of Qualitative Research

Course Description in Graduate Bulletin


Course Information

Semester: Fall 2016  
Ref. no.: 18205  
Location: 149 Education Building  
Dates/Times: Tuesday, 4:30 – 7:15 p.m.

Instructor: Dr. Jasmine Ulmer, Assistant Professor  
Division: Theoretical and Behavioral Foundations  
Program: Educational Evaluation and Research  
Unit: College of Education, Wayne State University

Contact Information

Office Hours: by appointment, Tuesday and Wednesday afternoons  
Office: 5425 Gullen Mall #347, Detroit, MI 48202  
Phone: 313-577-1427  
Email: jasmine.ulmer@wayne.edu

Course Outcomes

- Students will be able to identify and discuss foundational assumptions and frameworks in qualitative research.
- Students will be able to demonstrate how approaches to ontology, epistemology, and axiology inform research choices.
- Students will be able to appraise different approaches to validity, reliability, and positionality in qualitative research.
- Students will be able to conduct ethical human subjects research.
- Students will be able to compare and contrast research designs (including ethnography, grounded theory, phenomenology, case study, and narrative research).
Tentative Course Schedule

*Note.* This course schedule contains three types of readings:

- Required for this course

⇒ Optional for this course

❖ Related readings and resources that might be helpful in the future

<table>
<thead>
<tr>
<th>Dates</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1 9/6</td>
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  • Chapter 1: Introduction (Creswell, 2013)  
  *Note.* Readings are available in Blackboard.  
| 3 9/20 | • Chapter 2: Philosophical Assumptions and Interpretive Frameworks (Creswell, 2013)  
### Fall 2016 Syllabus – External

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
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| 4 | 9/27 | - Chapter 3: Designing a Qualitative Study (Creswell, 2013)
- Chapter 4: Five Qualitative Approaches to Inquiry (Creswell, 2013)  

⇒ SUPPLEMENTARY RESOURCE, OPTIONAL: Sage Research Methods, Project Planner—Research Design: http://methods.sagepub.com.proxy.lib.wayne.edu/project-planner/research-design


| 5 | 10/4 | - Chapter 6: Introducing and Focusing the Study (Creswell, 2013)

⇒ SUPPLEMENTARY RESOURCE, OPTIONAL: SAGE Research Methods, Project Planner—Defining a Topic: http://methods.sagepub.com.proxy.lib.wayne.edu/project-planner/defining-a-topic

⇒ SUPPLEMENTARY RESOURCE, OPTIONAL: SAGE Research Methods, Project Planner—Developing a Research Question: http://methods.sagepub.com.proxy.lib.wayne.edu/project-planner/developing-a-researchable-question

- Educational researcher, Brooke Hofsess: http://www.brookehofsess.com/
- Educational researcher, Gloria Wilson: http://gloriajwilson.com/research/


Article review, part 1 due  

CITI modules due

### Notes
- Article review, part 1 due  

- Article review, part 2 due  

- CITI modules due
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<th>Week</th>
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<th>Assignments</th>
<th>Notes</th>
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| 8    | 10/25| ❖ Chapter 7: Data Collection (Creswell, 2013)  
| 9    | 11/1 | ❖ Chapter 8: Data Analysis and Representation (Creswell, 2013)  
| 10   | 11/8 | ❖ Chapter 9: Writing a Qualitative Study (Creswell, 2013)  
⇒ SUPPLEMENTARY RESOURCE, OPTIONAL: SAGE Research Methods, Project Planner—Writing Up: http://methods.sagepub.com.proxy.lib.wayne.edu/project-planner/writing-up | Interview transcript due |
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<th>Date</th>
<th>Notes</th>
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<tr>
<td>11/15</td>
<td>Observation notes due</td>
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<tr>
<td>11/22</td>
<td>Research journals due</td>
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</tbody>
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Different examples of how qualitative research can be written:


<table>
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<tr>
<th>11</th>
<th>Chapter 10: Standards of Validation and Evaluation (Creswell, 2013)</th>
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<tr>
<th>12</th>
<th>NO CLASS</th>
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<tr>
<td></td>
<td>Chapter 5: Five Different Qualitative Studies (Creswell, 2013)</td>
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<tr>
<td></td>
<td>Appendices B, C, D, E, F (choose two) (Creswell, 2013)</td>
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Choose at least **TWO** readings from **ONE** category:

**Critical race theory:**

**Indigenous:**

**Arts-based:**

**Digital:**
Course Assignments

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<tr>
<th>Assignment</th>
<th>Notes</th>
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<tr>
<td>Class preparation and participation</td>
<td>Students will arrive to class having read the required articles and chapters, be prepared for class discussion, and actively participate in class activities.</td>
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| Article review, part 1                               | Students will identify one qualitative article of interest from one of the following peer-reviewed journals:  
  - Anthropology and Education Quarterly  
  - Cultural Studies <= Critical Methodologies  
  - Departures in Critical Qualitative Research  
  - Discourse Studies  
  - Ethnography and Education  
  - Gender and Education  
  - International Journal of Qualitative Studies in Education  
  - International Review of Qualitative Research  
  - Journal of Contemporary Ethnography  
  - Narrative Inquiry  
  - Qualitative Health Research  
  - Qualitative Inquiry  
  - Qualitative Research  
  
  *Note.* Upload a full copy of the article into Blackboard.                                                                                                                   | 02     |
| CITI Certificate                                     | Students will complete the following Collaborative Institutional Training Initiative (CITI) online modules: 1, 3, and 4 only. The CITI is mandatory for all personnel and doctoral students who conduct research involving human subjects. http://rese-arch.wayne.edu/irb/mandatory-training.php | 10     |
| Article review, part 2                               | Using the article from part 1 of this assignment, students will complete a review table. A template for the assignment is available in Blackboard in the ‘miscellaneous resources’ folder.                                                                                              | 08     |
| Sample interview transcription                       | Students will submit sample typed transcriptions from 10–15 minutes of an in-class practice interview.                                                                                                                                                                                                                             | 10     |
| Sample data coding                                   | Students will code sample data from a dataset provided by the instructor. This is an ongoing in-class activity.                                                                                                                                                                                                                   | 10     |
| Sample field observation notes                       | Students will submit field observation notes from an in-class assignment.                                                                                                                                                                                                                                                         | 10     |
| Research journal entries                             | Students will maintain a research journal throughout this course to record their wonderings, learnings, and changing approaches to methodology. 10 – 20 total pages (double-spaced, APA format). In lieu of written journal narratives, with prior instructor approval, students may work with alternative or multimedia formats (images, video, etc.) instead. | 20     |
| Potential research project description               | Students will submit a description of a future qualitative project of interest (1,200–1,500 words). The project description will include the following sections: 1) Objectives; 2) Conceptual or theoretical framework; 3) Methods; 4) Data sources; 5) Anticipated results; 6) Significance.                                                                 | 20     |
Course Policies

- Cell phones and other electronic devices are not to be used during class.
- Frequent tardiness, early departure, or absence will impact your grade.
- Late work will be penalized up to 10 percent per day.
- Incompletes will be given only in the case of extreme extenuating circumstances.
- Unless otherwise noted, assignments should be submitted in Blackboard before class begins at 5:00 pm. Assignments submitted after 5:00 pm will be late.

Grading System

A  93-100
A-  90-92
B+ 87-89
B  83-86
B- 80-82
C+  76-79
C  70-75
F  Below 70

Required Text and Materials


Blank journal/notebook to be used for in-class writing assignments.

Recommended Texts


Recommended APA Resources


Purdue Online Writing Lab: https://owl.english.purdue.edu/owl/resource/560/01/

APA Style Blog: http://blog.apastyle.org/
Cancellations of Class and ‘Snow’ Policy

If for any reason I must cancel class, I will contact students via campus email. 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.

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.

For 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.

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

**Academic Dishonesty/Plagiarism**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of http://doso.wayne.edu/assets/codeofconduct.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.

**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.

**Wayne State University Mission**

We will create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities.