

EDF 6475 - U01 Qualitative Foundations of Educational Research

Florida International University

College of Arts, Sciences and Education (CASE)
Department of Leadership and Professional Studies

Table of Contents for Syllabus:

Content	Page Number(s)
Course Information & Instructor Information	2
Required Texts/Resources & Optional, but Recommended Texts/Resources	2
Course Description	2
Course Purpose	2-3
Course Objectives & Learning Outcomes	3
Personal and Professional Expectations	3-4
Learning Engagements/Assignments	4-11
Evaluations of Learning Engagements/Assignments	11-12
University Information, Requirements, & Policies	12-15
A Note of Thanks and Acknowledgement	16
Course Calendar	17-22

“We now have thousands of textbooks, handbooks, and journal articles that have secured *qualitative methodology* by repeating that structure in book after book with the same chapter headings so that we now believe it is true and real.

We’ve forgotten we made it up”

(St. Pierre, 2011, p. 613, emphasis in original).

“Is dismantling identity a foul against human dignity and the prospects of identity politics or does it hold the possibility of difference to come? The questions are not answerable; they twist back on themselves coming out of two different theoretical perspectives. The ‘right’ answer in one paradigm is ‘wrong’ in the other”

(Kaufmann, 2011, p. 152).

“I advise students to take seriously Lacan’s (as cited in Ulmer, 1985) advice, ‘to read does not obligate one to understand. First it is necessary to read...avoid understanding too quickly’ (p. 196)... and I advise students to read harder when the text seems too hard to read, to just keep reading, letting the new language wash over them until it becomes familiar”

(St. Pierre, 2011, p. 614).

References:

Kaufmann, J. (2011). Poststructural analysis: Analyzing empirical matter for new meanings. *Qualitative Inquiry, 17*(2), 148-154.

St. Pierre, E.A. (2011). Post qualitative research: The critique and the coming after. In N.K. Denzin & Y.S. Lincoln (Eds.). *The SAGE Handbook of Qualitative Research* (611-625). Los Angeles, CA: SAGE.

The instructor reserves the right to change this syllabus and/or course calendar as deemed necessary. Any changes will be made by notification via Canvas and/or by email.

Course Information:

Mode: Face-to-Face
Time: Thursday 5:00pm-7:40pm
Location: Chem & Physics 115
Semester & Year: Fall 2018
Credits: 3 Hours
Level: Graduate
Enrollment Information: Fully Online Program students may not enroll in this class section.

Instructor Information:

Name: Rebecca Christ
Department: Teaching and Learning
E-mail Address: rchrist@fiu.edu
Office Hours: Wednesdays 5pm-8pm; Thursdays 1pm-4pm, or by appointment
Office Location: ZEB 342A
Telephone: 305-348-0130

TA Information:

Name: Ginelle Rosenberg

Required Texts/Resources:

- Brown, R.N., Carducci, R., & Kuby, C.R. (eds.). (2014). *Disrupting qualitative inquiry: Possibilities and tensions in educational research*. New York: Peter Lang. Critical Qualitative Research series. ISBN-13: 978-1433123115.
- Savin-Baden, M., & Howell Major, C. (2013). *Qualitative research: The essential guide to theory and practice*. New York: Routledge. ISBN: 978-0415674782.
- Readings on Canvas and/or on the university library website
- It is possible that you will purchase additional books for assignments
- Access to Canvas and Google Drive (to use Google Docs) through Canvas's collaboration tool

Optional, but Recommended Texts/Resources:

- American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.), Washington, DC: American Psychological Association.
 - You might need an audio and/or video recorder to capture interactions with participants (interview or focus group).
 - Transana or other qualitative software that allows you to transcribe audio and/or video files as well as do analysis may be helpful.
 - Bibliographic software for readings (e.g., EndNote, Mendeley, Zotero, etc.).
 - I will also post a list of recommended readings, journals, and/or resources on Canvas for your reference
-

Course Description (Taken from Course Catalogue):

Methods and procedures of qualitative research in education: Philosophical issues, conceptualizing research questions, choosing appropriate research designs, collecting data, manual and computerized data analysis, and drawing inferences.

Course Purpose:

Students completing this introductory course will have an understanding of the basic philosophical assumptions of qualitative research, key differences between qualitative and quantitative research, and

how these assumptions influence research design and questions, data production, data analysis, and the use of theory and literature. Students will learn basic tenets of how to conduct research while learning rigor and self-reflexivity in qualitative research and fieldwork (observations, in-depth interviewing, and/or focus groups), as well as have opportunities to learn about article reviews and writing a research proposal. Educational researchers today need a firm understanding of multiple ways of knowing and conducting research.

Course Objectives & Learning Outcomes:

Students completing this course should have developed an understanding of:

- Basic philosophical and paradigmatic assumptions of qualitative research
- Key differences between qualitative and quantitative research, and how these assumptions influence research design and questions, data production, data analysis, and the use of theory and literature
- Multiple approaches to qualitative research, including an introduction to emergent, non-dominant, and critical methodologies and methods
- How to read, review, and/or critique an article reporting on a qualitative study
- Ways in which one's worldview and life experience affect them as a researcher; become skilled in the process of self-reflexivity in qualitative research.
- Integrate multiple worldviews (race/ethnicity, gender, class, sexual orientation, age, culture, religion) into their understanding and application of qualitative research.
- Various approaches to qualitative data production: field notes, interviewing, participant-observation, and focus groups and make informed selections of methods appropriate to the researcher, setting, participants, and research questions.
- The general elements of a proposal for conducting qualitative research
- How to conduct research while learning rigor and self-reflexivity in all aspects of a research study
- How to respond to positivist and quantitative questions and criticisms of qualitative research methods
- The political and ethical implications of a variety of qualitative research methods and how to navigate politics of inquiry in academia.
- Basic ethical issues and IRB (Institutional Review Board)

Personal and Professional Expectations

A Note on Professionalism

You are expected to take responsibility for your own learning. I hope that you will find the readings, discussions, and assignments for this course insightful, provocative, and helpful for your learning about qualitative inquiry. It is important that you make quality contributions to our classroom dialogue and demonstrate a willingness to engage in learning activities. The following are considered violations of professionalism: intentionally damaging or destroying electronic information resources, intentionally invading the privacy of or disrespecting individuals or groups, plagiarizing or violating copyright restrictions and harassing others.

It is also important for researchers to be reflective and/or reflexive. This practice, among others in which we may engage in this class, may lead us to have "difficult" conversations. Though challenging, these conversations will be designed to move us all toward greater understanding of the world in which we live, learn, and research.

Students are expected to participate in all discussions and assignments and communicate professionally and thoughtfully both in person and via electronic platforms. You are encouraged to comment, question, or critique an *idea*, but you are not to attack an *individual*. Please also keep in mind that sarcasm and humor can be misconstrued during in-person and online interactions and generate unintended responses.

The instructor reserves the right to request individual meeting(s) to discuss any unprofessional behavior that arises in class and/or via electronic platforms.

A Note on Obtaining a Responsibility Partner

It is recommended that you exchange your contact information with at least one other peer in the class so that you can contact your peer in case of missing class (this person can provide you with a summary of what you missed in class and/or collect handouts [non-graded items] from class on your behalf). However, you (not your partner) are still responsible for turning in all required assignments by the due date.

A Note on Emailing

All email communications between students and instructor are to use official university-issued email addresses and/or Canvas. Furthermore, students are asked to read the syllabus before emailing the professor with questions about assignment due dates, readings, etc. If it is not on the syllabus, however, students are encouraged to email the instructor. The instructor will make every effort to respond promptly to emails; however, please be aware that emails sent in the early hours of the morning (e.g. 2:00am) or over the weekend will not receive an immediate reply.

A Note on Technology Usage & Canvas

Students are encouraged to bring laptops/phones/tablets to class for educational purposes, in-class activities, and note-taking. In some cases, the instructor may specifically request students bring particular device(s) to class to use during an activity, if students have such device(s). However, students will not be penalized for not having any particular kind of technology. Additionally, any device brought to class should not be used during class time to conduct activities not related to the course (e.g., Facebook, emailing, web browsing, etc.).

I also highly recommend to back up all your work frequently (i.e. use a flash/thumb drive; email assignments to yourself; and/or use an external hard drive); computers/electronic devices are not always reliable. Keep an extra copy of all assignments.

This course utilizes Canvas. Some assignments, readings, questions, resources, and other communication from the instructor will be posted on the site. Students are expected to locate a computer/electronic device that gives reliable access to the Canvas and check regularly for announcements.

A Note on Time Commitment:

Please note that there is a heavy reading and writing load for this course. Make sure to provide enough time to read the assigned readings and to complete all assignments thoughtfully. The graduate school rule of thumb is 3 hours outside of class for every hour inside the classroom. For a three-credit-hour course, that means you can expect about 9 hours of work per week. If we assume an average of 2-4 hours each week for readings (sometimes less, occasionally more), that leaves at least 5 hours per week to complete required assignments (which might require additional readings).

Learning Engagements/Assignments

Overview

Learning Engagements/Assignments are due on the date they are listed in this syllabus and/or course calendar unless officially changed by the instructor of this course. All changes in assignment due dates will be made via Canvas announcement and/or e-mail to all students. No late work will be accepted unless under circumstances agreed upon by instructor and put into writing. (*Note:* You will need to submit a copy of our written dialogue with your late assignment.) If you have an extenuating circumstance, please notify the instructor prior to due dates.

Students are also expected to turn in all assignments to the best of their ability, but the instructor reserves the right to request revisions and/or resubmissions. If this is the case, the instructor will notify the student of the request with a new due date. A revision and/or resubmission does not automatically equate to an increased grade or full credit on the assignment.

Most learning engagements are expected to be turned in hardcopy at the beginning of the class session it is due (unless otherwise written below); assignments may also be required to be submitted online via Canvas. The instructor will provide more instructions for each learning engagement about how it will be turned in.

The course calendar is also designed so that major assignments are not due on major religious holidays or days of observance (of which the instructor is aware) if at all possible. If your religious needs are not taken into account with this assignment schedule, please contact the instructor to discuss alternative timeframes.

Descriptions of the major assignments are included below and/or will be provided at a later date.

A Note on Citations

You must cite ideas, activities, and words that are not your own. This course uses APA style references. Information about how to cite using APA style can be found in the *Publication Manual of the American Psychological Association (6th Ed.)* and at the Purdue Online Writing Lab found at <https://owl.english.purdue.edu/owl/resource/560/01/>

A Note on Pseudonyms

When referencing people other than yourself (i.e., those you interview and/or observe) in assignments, utilize pseudonyms to shield the identity of the individuals you reference. In most cases, this is also typical ethical protocol for qualitative inquiry write-ups.

A Note about Self-Plagiarism:

The assignments in this course are made to build on one another, to help guide students through an entire semester of learning and growing understandings of qualitative inquiry. However, students are not to copy and paste previous assignments into later ones or to use a paper or assignment from another class and turn it in for a grade in this course. Students, however, *can* cite themselves and/or reference particular passages/ideas that they wrote about previously in an effort to demonstrate a consistency of ideas and/or discuss growth or change of ideas as they learn and experience more. If you have questions about this, please speak with your instructor directly.

Descriptions of Learning Engagements/Assignments:

- 1. IRB CITI Training** (The text below is taken from: <http://research.fiu.edu/irb/training-requirements/>, accessed August, 23, 2018)

"Federal Regulations require that key personnel in studies involving human subjects undergo training to improve research subject safety. Key personnel are all individuals responsible for the design and conduct of the study. This includes the PI, Co-PI's, Supervisors and other personnel who will be interacting with the human subject or that will be handling data (even if they do not interact with the human subjects).

Important Notice: As of January 2, 2013, FIU will only accept human subject training through the Collaborative IRB Training Initiative Program (CITI). This new requirement applies to all new IRB protocol submissions and when adding project personnel onto an existing IRB-approved protocol. Investigators

with active IRB protocols will need to ensure that all project personnel have satisfied this new IRB training requirement when submitting for their next IRB continuing review.

Required CITI IRB Online Training for All Researchers (Initial Training)

Please follow the directions below to sign up for an account on the CITI website:

1. Go to <http://www.citiprogram.org>
2. As a "new" user, you will need to click "Register".
3. Select "Florida International University" from the Participating Institutions.
4. Complete the required registration fields and contact information and click submit.
5. You will need to select "Human Subjects Research" from the CITI Enrollment web page and click next.
6. Select the "Biomedical Human Research Investigators Course" or the "Social & Behavioral Human Research Investigators Course" and click submit.
7. A table will be displayed listing the course(s) you are enrolled in. You can begin the course by clicking on the course name.

You will have the opportunity to print a Training Certificate Completion Report upon completion of the training course and exam. Please save a copy of this report for your records. The FIU IRB Office does not issue certificates of CITI training completion."

Again, please see this website for more information: <http://research.fiu.edu/irb/training-requirements/>

2. Weekly Reading Responses

Each week, you will post 1-2 responses to the readings in a shared space. The responses are due by 5:00pm Wednesday before class. These responses will help guide classroom discussion time; it also helps me notice topics and/or misconceptions that I need to address. Please respond using these prompts provided below, referencing specific readings and page numbers (use APA citations for all quoted, paraphrased, and referenced material).

Suggested prompts for the Reading Responses:

- Questions and your initial thoughts/answers
 - Sample Response: ASK QUESTION ABOUT READING (APA IN-TEXT CITATION). This makes me think about _____, but it's still unclear to me. Can we try to answer this question together?
- Points/Concepts you want to discuss further in class
 - Sample Response: I am wondering about _____ (concept, idea, etc.) on page ____ in _____'s article/chapter (APA IN-TEXT CITATION). I think it means _____, but I would like to know more about _____.
- A quote from the reading that you just can't get out of your mind.
 - Sample Response: PROVIDE QUOTATION (APA IN-TEXT CITATION). This quote made me think of _____, and I think it relates to _____.

Type the posts directly into the Google Doc (under the collaboration button on Canvas) with your name and class date at the top:

Becky Christ, Class Date

1. Response #1.
2. Response #2.

I strongly encourage you to read and respond to peers using the comment box function; excellent dialogue can happen in this online space.

Please post each new week's post at the top of the document.

3. Journal Entries

You will complete **five** journal entries during the semester (prompts described below), related to the topics of discussion and readings. The purpose of these journal entries is to explore the topics in dialogue with your peers (and me), to have a space to demonstrate understandings of major concepts, and to get feedback on the research project you are designing.

These are not summaries or a "book report" format of the readings. Instead, this should be a deeper level of thinking and responding – synthesizing the readings, looking for ways the readings speak to each other, and thinking beyond the readings to your own research. How are these readings helping you think about your own research interests? You are expected to cite pertinent course readings and/or outside readings related to your entries.

Additionally, after the semester begins, we'll form research dialogue groups to get feedback as you work in your research this semester (e.g., creating research questions, interview questions, discussion on theory, etc.), using the journal entries as a starting point for conversation and feedback. I suggest to bring an additional printed copy of your journal entry to class for these discussions.

Journal Entry #1: Positionality & Paradigms – Reflect on and describe how your identity(ies), ideology(ies), and experiences influence your research interests (you'll need to briefly describe your research interests). What paradigm(s) do you find yourself aligning with and why?
Reference course readings and any outside readings pertinent to explaining your research interests and paradigm(s).

Journal Entry #2: Post your research question(s). Articulate the paradigm(s) that informs your RQs and the theory(ies) you plan to use to analyze data you produce this semester.
Reference course readings and any outside readings pertinent to explaining how you came to ask the questions you asked and paradigm(s)/theory(ies) you are utilizing.

Journal Entry #3: Post revised RQs. Explain your level of participant observation and how you will "gain entry" into your field site and/or develop rapport with your participants. This should connect to the paradigm(s) you align with as described in Journal Entry #2. ***Reference course readings and any outside readings pertinent to explaining how you will engage participants and how that aligns with your paradigm(s)/theory(ies).***

Journal Entry #4: Write a draft of interview questions and create an interview protocol. [In class, you receive feedback on your protocol; you will also receive feedback from the instructor. You should revise your protocol per feedback **before** you conduct the interview or focus group, and you will turn in the revised protocol with the Data #2 assignment.] ***Reference course readings and/or any outside readers pertinent to the development of your interview protocol.***

Journal Entry #5:

Part I - Choose 3-5 methodologies discussed over the past weeks that you find most appealing to your larger research interests - articulate why they are appealing, how they fit with your paradigmatic viewpoints, and how you might use these approaches in the future (1 paragraph for each methodology). ***Reference course readings and any outside readings that relate to the specific methodologies you are choosing.***

Part II – For this course you have produced two types of data. Building upon what you learned from these experiences, what additional data would you need to produce to more deeply explore your research questions and why? Ponder the relevance of these additional data: What would the study be missing if such data were not produced? What might they reveal? Possible data include: more interviews and/or focus groups, more field observations, historical and policy documents,

videos of interactions, photographs, site-created data, etc. **Reference course readings and any outside readings that relate to your ideas of additional data you would consider.**

4. Thinking *with* Theory Assignment: Developing analytical questions and methods of analysis from theory(ies)

A key idea I want all students to understand about research is how theory informs data production and analysis – it is not just a section written at the beginning of a research study. I also want you to consider how to take theory(ies) and create methods of analysis. In this assignment you will choose one theory of your choice (I recommend a social theory, possibly a learning and/or teaching theory, but definitely not a stage theory), that you want to explore deeper, to read and think about how it might influence your research interests (specifically analysis of data). My hope is that this assignment will influence the final paper (research design project) for the semester.

You will choose one theorists' work and read primary (by the theorist), secondary (others' interpretations of the theory), and empirical sources (research studies that have applied the theory). We will read an article by Jackson & Mazzei, which is useful in considering how to structure this paper. I encourage you to contact your advisor, committee members, and peers to generate a list of possible theories.

Organize the paper (**no more than 10 pages**) in this way:

1. Why [theorist's name]? – provide a rationale of why you chose this theorist's work to study deeper (this should connect to your research interests, paradigmatic views, and research questions).
2. Thinking with [theorist's name]. Choose 3-5 schematic cues (big ideas/concepts from the theory). Define how you understand each schematic cue (citing the resources you read) & how each cue connects to your research interests.
3. Create analytical questions. Write a few analytical questions from these schematic cues. Basically what would this theorist ask of your data? These analytical questions should be a method of analysis to help you answer your research question(s) for the semester research design project.

We will also share and work with this project in class the day it is due.

5. Qualitative Data Production (Data Production #1 and Data Production #2)

In these assignments, you will get a chance to produce data as a qualitative researcher. This project connects to the research questions you develop early on in the semester and also contributes to the final paper. Therefore, try your best to develop questions and observations that will elicit detailed responses. For the interview, practice using probing and/or follow-up questions to encourage your interviewee to elaborate.

NOTE: If you plan to use your data as research, you must apply to and get the approval of the IRB (Institutional Review Board) for human subjects review BEFORE engaging in the research. If you are *not* intending to use class exercises as research, but rather solely for educational purposes, the campus IRB website states that IRB is not likely needed: "The following activities typically do not need IRB review: ...Classroom exercises solely to fulfill course requirements or to train students in the use of particular methods (results of study **WILL NOT LEAVE THE CLASSROOM**)" (found at "Determining if IRB Review is Needed," <http://research.fiu.edu/irb/determine-irb-review/>, accessed August 23, 2018, capitalization and bolding added emphasis). If you have questions about these requirements, please speak with the instructor and/or with the Office of Research Integrity (where IRB is housed) on campus.

Data #1 Field Observation: Locate a setting in which activities related to your topic are occurring (e.g., a classroom, lab, library). Complete one hour of nonparticipant observation, taking notes on paper or on a laptop. You may need to ask permission to do this, or you may be asked what you are doing. If so,

reassure the people in the setting that this is a class project designed to develop your observation skills, and it will not be shared with anyone except the instructor and classmates (unless you have IRB approval; in which case, follow the procedures established in your IRB approval).

Write up your notes as soon as possible after the observation, adding interpretive notes (usually done in a separate column [2-column format]). Write a brief (4-5 pages) paper on 1) yourself as an observer and what you tended to notice or miss, 2) meanings or insights you noticed in/gained from the observation, 3) how your choices in producing the field notes, writing them up, and interpreting them are connected to your paradigm, theory, and/or methodology, 4) what you learned from the experience of data production and/or surprises/encounters you experienced, and 5) how you could improve as an observer. Turn in both the observation notes (typed, unless your theory and/or methodology requires otherwise) and the reflective paper. We will share this assignment in class.

Data #2 Interview or Focus Group: Design an individual or focus group interview protocol on a topic in your field that interests you (we will work on this in class). Find a participant(s) who knows something about your topic or who has experiences relevant to your topic, and arrange to talk with them for 30-45 minutes. Reassure the person(s) that this is a class project designed to develop your interview skills, and it will not be shared with anyone except the instructor and classmates (unless you have IRB approval; in which case, follow the procedures established in your IRB approval).

Audio record (or video record) the interview and transcribe it into a Word document, removing any names or other identifying information (Transana is an example of a software program to help you do this). Then write a brief (4-5 pages) paper with your thoughts about: 1) yourself as an interviewer, 2) meanings or insights you noticed in/gained from the interview, 3) how your choices in conducting the interview, transcribing it, and interpreting it are connected to your paradigm, theory, and/or methodology, 4) what you learned from the experience of interviewing and/or surprises/encounters you experienced, and 5) how you could improve as an interviewer. Turn in the (revised) interview protocol, transcript, and reflective paper. We will share this assignment in class.

6. Paradigmatic Assumptions and Initial Analyses (Final Paper)

This final paper should be a culmination of other assignments, readings, and experiences from the semester. It will build specifically on the Thinking with Theory assignment and the two data sources you produce. Your five Journal Entries should also contribute to your thinking for this assignment.

There are several checkpoints during the semester for this assignment embedded in the Journal Entry responses as well as during class workshop time. These provide spaces for you to ask me questions along the way, to begin outlining/drafting your paper (to not procrastinate), for me to be aware of your research interests and provide feedback.

The paper should be about **20 pages** long (not including references, tables, appendices, etc.). We'll share this paper together during our last class meeting. The following aspects need to be in the paper, but it is up to you where/how you integrate them. I made suggestions in brackets for page lengths for each section – these are just recommendations. I suggest using headings throughout your paper to organize your writing and make it easier for the reader (me) to follow!

- Rationale for what you are interested in studying (Brief intro to your research interests. Why does this study matter? The so what question) **[1 page]**
- Paradigm(s), theory(ies) and why (connect to RQs) **[7 pages]**
 - o What paradigm(s) and theory(ies) do you see influencing your research and why?
 - o Discuss how epistemology, ontology, and axiology are discussed from this stance(s).
 - o Discuss reflexivity, positionality, and ethics of researcher from this paradigm(s).

- How is research in this paradigm(s) evaluated by other scholars? (e.g., validity, trustworthiness, etc. are terms often used but not by every paradigmatic approach)
- What might count as data in this paradigm(s)? How is data often produced?
- What are possible ways of going about analysis? What might be a unit of analysis?
- What are ways of writing up and/or (re)presenting research “findings” or insights?
- Research question(s) – what are the research questions you explored this semester? Connect to the paradigm(s) and theory(ies) you wrote about above. **[1 page]**
- Insights from initial analyses **[6 pages]**
 - Briefly describe the data you produced this semester (contextualize it – who, when, where, etc.)
 - Describe how you went about working with the data (analytical memos of your process). How did your paradigm(s) and theory(ies) shape this process? Did you adopt/adapt any methodology & methods of analysis that you read about? Or was your analytical process emergent (if so, describe your process)?
 - What are initial insights you learned from analysis to help answer the research question(s) (reference specific data and analysis methods from this semester; you can include data as an appendix or small chunks within the body of the paper; using line numbers is helpful to references specific quotes from transcripts)
- Reflection on Ethics **[3 pages]**
 - Reflect on your entire process of data production
 - Consider how you were an ethical researcher
 - Describe any issues you encountered and how you addressed them
- Discussion and Reflection **[2 pages]**
 - What are next steps for this research study (other data to produce, other ways of analyzing data, different paradigm(s) and/or theory(ies) to engage with, etc.)?
 - What did you learn from this process (content of study, as a researcher, etc.)?
 - What are the possible strengths of this research study? Limitations?
- References Cited

We will also share this project on the date that it is due.

7. Class Preparation & Participation

You will make more meaning by coming to each class; therefore, it is important that each student attends all scheduled class sessions and group project meetings. There are no opportunities to “make-up” missed class lectures, group discussions, or in-class assignments. It is expected that you will participate in a professional manner. Participation includes class discussions, group learning experiences, written assignments and course readings. **You will get out of the class what you put into the class – we will be learning from each other through discussions and interactions.**

1. Come to each class meeting on time and stay the entire duration of each class meeting. Be prepared to participate in class. Our class time is limited; it will begin promptly at 5:00pm. Missing class(es) could compromise your grade.
2. Participate fully and professionally in all assignments, class discussions, peer work, and small groups. **Being in class (a warm body) does not equal participating in class (an actively engaged body/mind).**
3. **If you are absent and would like me to take into consideration your reason for being absent, it is your responsibility to make an appointment with me to discuss the absence.** Prior notice of any absences, when at all possible, is also expected.
4. Read assigned texts and **bring the texts (e.g., books, articles, etc.)** to class with notes in order to participate in discussions.

5. Weekly participation in online postings, journal entries, small-group and whole-class discussions should continue to move the class dialogue forward.
6. Midway and at the end of the semester you will complete a self-evaluation of your participation in the course. These should serve as a guide and check point for you and me.

Evaluation of Learning Engagements/Assignments & Course Grade Determination

Your course grade will be a result of careful evaluation of each assignment as well as **intellectual and active engagement** in class. You are expected to attend class and come prepared (with the readings and assignments completed). I will not engage in discussions about grades or evaluation of your work before or after class sessions (in our classroom) or over email. **Please make an appointment to discuss in person your academic standing and progress in the course.**

See the grade sheet below for a breakdown of numerical grade equivalents and a place to keep up with your grades throughout the semester.

Grade Breakdown:

- IRB CITI Training Module Completion – 5%
- Weekly Readings Responses in shared Google Doc – 7.5%
- Five Journal Entries – 25% (5% each)
- Thinking *with* Theory Assignment – 15%
- Data Production #1 – 12.5%
- Data Production #2 – 12.5%
- Paradigmatic Assumptions and Initial Analyses (final paper) – 15%
- Class Preparation & Participation – 7.5%

IRB CITI Training Module Completion	_____ x .05 = _____
Weekly Readings in shared Google Doc	_____ x .075 = _____
Five Journal Entries	
Journal Entry #1	_____ x .05 = _____
Journal Entry #2	_____ x .05 = _____
Journal Entry #3	_____ x .05 = _____
Journal Entry #4	_____ x .05 = _____
Journal Entry #5	_____ x .05 = _____
Thinking <i>with</i> Theory Assignment	_____ x .15 = _____
Data Production #1	_____ x .125 = _____
Data Production #2	_____ x .125 = _____
Paradigmatic Assumptions and Initial Analyses (Final Paper)	_____ x .15 = _____
Class Preparation & Participation	
Midterm	_____ x .0375 = _____
Final	_____ x .0375 = _____

Total Points _____

Final Letter Grade _____

Numerical Grade Equivalent:

Grades rounded up only when they are .75 or above (i.e. 8.75 rounds up to a 9 however 8.74 stays as an 8).

A = 11-12
A- = 10
B+ = 9
B = 8
B- = 7
C+ = 6
C = 4-5
D = 1-3
F = 0

University Information, Requirements, & Policies:

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the *Student Handbook*.

University's Code of Academic Integrity (Found at: <http://integrity.fiu.edu/>):

FIU is committed to the CORE values:
Responsibility, Truth, Freedom, Respect and Excellence.

It is the *Responsibility* of all students, faculty and administration to conduct all academic and scholarly activities in *Truth* which means the honest *pursuit, generation, dissemination and application of knowledge.*

Freedom of thought and expression allows us to show concern and act on issues related to Academic Integrity with *Respect* for the *diversity and dignity* of all individuals. Together these core values form the foundation for Academic Integrity at FIU which brings *Excellence in intellectual, personal and operational endeavors.*

FIU Pledge:

As a student of this university:

I will be honest in my academic endeavors.

I will not represent someone else's work as my own.

I will not cheat, nor will I aid in another's cheating.

All students are deemed by the university to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

** This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards.*

Academic Accommodations and Students with Disabilities (found at:
<https://studentaffairs.fiu.edu/get-support/disability-resource-center/faculty-and-staff/index.php>)

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Academic Misconduct (found at: <http://integrity.fiu.edu/misconducts.html>):

Academic misconduct is defined as the following intentional acts or omissions committed by an FIU student:

- A. **Cheating:** The unauthorized use of books, notes, aids, electronic sources; or unauthorized use of on-line exams, library materials or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers (or on-line examination) or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct
- B. **Plagiarism:** The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct
- C. **Misrepresentation:** Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another, or to misrepresent or in other ways interfere with the investigation of a charge of academic misconduct
- D. **Misuse of Computer Services:** The unauthorized use of any computer, computer resource or computer project number, or the alteration or destruction of computerized information or files or unauthorized appropriation of another's program(s)
- E. **Bribery:** The offering of money or any item or service to a member of the faculty, staff, administration or any other person in order to commit academic misconduct
- F. **Conspiracy and Collusion:** The planning or acting with one or more fellow students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together
- G. **Falsification of Records:** The tampering with, or altering in any way any academic record used or maintained by the University
- H. **Academic Dishonesty:** In general, by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity

Charges of Academic Misconduct may be brought against a student (hereafter Charged Student) by a faculty member, a chair, or a dean (hereafter Complainant). Charges may be filed by the aforementioned persons on behalf of a staff person, another student, or a person not affiliated with the University, who reasonably believes that a student has committed academic misconduct.

The Complainant, who suspects academic misconduct, must meet with the student in order to inform him/her of the allegation(s), to provide any evidence, and to allow the student to respond, before either entering into an Informal Resolution, as described below, or filing the Complaint Form Alleging Academic Misconduct with the Faculty Fellow for Academic Integrity.

- [Undergraduate Academic Misconduct Policy \(Compliance\)](#)
- [Graduate Academic Misconduct Policy \(Compliance\)](#)

- Academic Misconduct Procedures Flowchart

These policies and procedures apply to both Undergraduate and Graduate students.

To view the full university policy, guidelines, and procedures for academic misconduct, please refer to the Student Handbook

Panthers Care and CAPS Services:

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you, for the classmate's well-being or yours; you are encouraged to share your concerns with FIU's Panthers Care website: <http://PanthersCare.fiu.edu/>.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

Observance of Religious Holidays (Found at <https://policies.fiu.edu/policy/814>):

It is university policy that instructors reasonably accommodate students because of observation of religious holy days. The student shall be given a reasonable amount of time to complete coursework and/or assignments missed during their approved absence. The approved make-up assignment must be equivalent in content, type, and grading scale to the missed coursework and/or assignment.

A student who desires to be excused from class to observe a holy day of his or her religious faith should notify all of his or her instructors preferably upon receipt or access to the syllabus, and no later than two weeks before the religious holy day. If a student feels that an instructor has not complied with this policy, he/she may file a complaint of discrimination with the Office of Equal Opportunity Program and Diversity in accordance with FIU Regulation 105.

Title IX (Excerpted from <https://diversity.fiu.edu/services-view/title-ix/>)

Florida International University (FIU) complies with Title IX not just because it is the law, but because it is the right thing to do. FIU strives to create and maintain an education and employment environment that is fair and equitable to each member of the University community.

FIU is committed to the safety and well-being of all members of the university community, and encourages anyone who experiences or witnesses discrimination, harassment or sexual misconduct in connection with academic, educational, extracurricular, athletic, and other programs of the school to report the incident, whether it takes place on or off campus. At FIU, such behaviors are not tolerated and are prohibited both by law and by University policy.

The Title IX Coordinator provides advice and oversight on policies, preventive educational programs, resources and services required under Title IX, and in addition, oversees all complaints of sexual harassment and sexual violence, as well as identifies and addresses any patterns or systematic problems that arise during the review of complaints.

Student Conduct & Conflict Resolution

The Student Code of Conduct, Harassment and Discrimination Complaint Form can be found at conduct.fiu.edu

Equal Opportunity Programs and Diversity

The EOPD Discrimination Complaint Form can be found at hr.fiu.edu

Reporting Discrimination, Harassment and Sexual Misconduct

FIU is committed to providing a campus climate free from illegal discrimination and/or harassment. Anyone within our campus community that has witnessed or experienced sexual harassment, discrimination, or any form of sexual violence can speak with any of the following Title IX coordinators.

The Title IX and Equal Opportunity Coordinator oversees all discrimination, harassment and sexual misconduct complaints made by employees, students and visitors. The Vice-President of Human Resources has designated Shirlyon McWhorter, Director of Equal Opportunity Programs and Diversity, as the Title IX Coordinator.

How do I file a Title IX complaint?

You may file a complaint with one of the Title IX coordinators listed below. Alternatively, you may file an anonymous complaint using our Ethical Panther Reporting Line, Convercent by calling 844-312-5358 or online at <https://compliance.fiu.edu/hotline.html>

Shirlyon McWhorter
Title IX Coordinator
Director, Equal Opportunity Programs and Diversity
PC321 Phone: (305) 348-1509
E-Mail: eopd@fiu.edu

For reports or inquiries of gender inequity or gender-based misconduct concerning faculty, staff, and outside contractors, visitors or vendors

Kristen Kawczynski
Deputy Title IX Coordinator
Director, Student Conduct and Conflict Resolution
GC311A Phone: (305) 348-3939
E-Mail: kristin.kawczynski@fiu.edu

For reports or inquiries of gender inequity or gender-based misconduct concerning students

Julie Berg
Deputy Title IX Coordinator
Senior Associate Athletic Director
USCBA 202A Phone: (305) 348-2352
Email: julie.berg-Mc_Graw@fiu.edu

For reports or inquiries of gender inequity or gender-based misconduct involving athletics
To file a written complaint of discrimination or harassment complete the Discrimination Complaint Form at hr.fiu.edu. You may email, fax, mail or hand-deliver it to the Title IX/ EO Coordinator.

Additional Helpful Information:

Please view the Enrollment Services Calendar at:

https://onestop.fiu.edu/Enrollment_Services_Calendar/fall/index.html

A Note of Thanks and Acknowledgement:

This syllabus is inspired by and/or adapted from the work of many scholars, teachers, and citizens who work tirelessly to advance qualitative inquiry and/or education in broad terms. Thank you to the following individuals who contributed ideas, inspiration, activities, lesson plans, and/or other suggestions to me, including Dr. Candace Kuby, Dr. Andrew Kahn, Dr. Sarah A. Mathews, Dr. Sarah B. Shear, and Dr. Andrea M. Hawkman, and countless other scholars, teachers, and citizens whose work I have read, listened to, and/or experienced. Thank you also to former students who provided constructive feedback within and following previous courses so I can improve my curriculum and pedagogical practice. Thank you, all, for your contributions to my development as a teacher and scholar broadly and especially in the creation of this syllabus and course plan.

Course Calendar

Please Note:

SBHM = Savin-Baden, M., & Howell Major, C. (2013). *Qualitative research: The essential guide to theory and practice*. New York: Routledge. ISBN: 978-0415674782.

BCK = Brown, R.N., Carducci, R., & Kuby, C.R. (eds.). (2014). *Disrupting qualitative inquiry: Possibilities and tensions in educational research*. New York: Peter Lang. Critical Qualitative Research series. ISBN-13: 978-1433123115.

Week	Date	Topic	Readings	Learning Engagements
1	8/23	Introductions & Syllabus	Review the syllabus and bring a printed or electronic copy with you to class	
2	8/30	Intro to Qual Inquiry: -History of qualitative research, -Contemporary landscape & politics of qualitative inquiry, -Paradigms of social science research, -Researcher positionality, -Ethics, IRB, and Responsibility	SBHM: Chapters 1-3 *read the chapters above before BCK introduction BCK: Introduction St. Pierre, E.A. (2016). Untraining educational researchers. <i>Research in Education</i> , 96(1), 6-11. (Re)read the syllabus and course calendar and come with any questions you may have	Reading Response: <i>due by 5pm Wednesday</i>
3	9/6	Intro to Qual Inquiry: -History of qualitative research, -Contemporary landscape & politics of qualitative inquiry, -Paradigms of social science research, -Researcher positionality, -Ethics, IRB, and Responsibility	SBHM: Chapters 4-5 BCK: Chapter 10 (Nicolazzo) Lather, P. (2006). Paradigm proliferation as a good thing to think with: teaching research in education as a wild profusion. <i>International Journal of Qualitative Studies in Education</i> , 19(1), 35-57. Chapter 1 (Introduction; pp. 11-30) of Kuntz, A.M. (2015). <i>The responsible methodologist: Inquiry, truth-telling, and social justice</i> . Walnut Creek, CA: Left Coast Press. Optional: browse interactive eTextbook - see front cover of book.	Reading Response: <i>due by 5pm Wednesday</i> Journal Entry #1: Positionality & Paradigms due in class

4	9/13	<p>Intro to Qual Inquiry: -History of qualitative research, -Contemporary landscape & politics of qualitative inquiry, -Paradigms of social science research, -Researcher positionality, -Ethics, IRB, and Responsibility</p> <p>Thinking with Theory</p>	<p>SBHM: Chapters 9 & 21</p> <p>Metro, R. (2014). From the form to the face to face: IRB, ethnographic researchers, and human subjects translate consent. <i>Anthropology & Education Quarterly</i>, 45(2), 167-184.</p> <p>Jackson, A.Y. & Mazzei, L.A. (2013). Plugging One Text into Another: Thinking with Theory in Qualitative Research. <i>Qualitative Inquiry</i>, 19(4), 261-271. DOI: 10.1177/1077800412471510</p>	<p>Reading Response: <i>due by 5pm Wednesday</i></p> <p>IRB CITI Training Due</p>
5	9/20	<p>Crafting Qualitative Research Questions</p>	<p>SBHM: Chapters 6-8</p> <p>1-2 theory readings of choice (primary sources)</p> <p>1-2 theory readings of choice (secondary sources and research studies applying theories)</p> <p><i>Optional but Recommended:</i> Sandberg, J. & Alvesson, M. (2011). Ways of constructing research questions: Gap-spotting or problematization. <i>Organization</i>, 18(1), 23-44.</p>	<p>Reading Response: <i>due by 5pm Wednesday</i></p> <p>Journal Entry #2: RQs due in class</p>
6	9/27	<p>Observation, field notes, and relationships with participants (time, place, people, & documents)</p>	<p>SBHM: Chapters 20, 22, 25, 26</p> <p>Excerpt from Chapter 7: "Data Collection" (pp. 166-175) of Creswell, J.W. (2013). <i>Qualitative inquiry & research design: Choosing among five approaches (3rd ed.)</i>. Los Angeles, CA: SAGE.</p>	<p>Reading Response: <i>due by 5pm Wednesday</i></p> <p>Journal Entry #3: Revised RQs & Data Production due in class</p>

7	10/4	Interviewing and focus groups (FG)	<p>SBHM: Chapters 23 & 24</p> <p>Chapter 6: "Technique isn't everything, but it is a lot" (pp. 81-96) of Seidman, I. (2013). <i>Interviewing as qualitative research: A guide for researchers in education and the social sciences (4th ed.)</i>. New York: Teachers College Press.</p> <p>Nordstrom, S.N. (2015). Not so innocent anymore: Making recording devices matter in qualitative interviews. <i>Qualitative Inquiry, 21</i>(4), 388-401.</p> <p>1-2 theory readings of choice (preferably primary sources)</p>	<p>Reading Response: <i>due by 5pm Wednesday</i></p> <p>Journal Entry #4: Interview Protocol due in class</p> <p>Midterm Self Reflection due</p>
8	10/11	Methodologies: Case Study, Pragmatic, Grounded Theory, and Evaluation	SBHM: Chapters 10-12, 18	Reading Response: <i>due by 5pm Wednesday</i>
9	10/18	Methodologies: Ethnography, Phenomenology, Narrative, and Discourse Analysis (Critical, Multimodal, & Mediated)	<p>Everyone Read:</p> <ul style="list-style-type: none"> • Starks, H. & Trinidad, S.B. (2007). Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. <i>Qualitative Health Research, 17</i>(10), 1372-1380. • BCK Chapter 7 (Quigley & Beeman-Cadwallader) <p>Choose at least 2 from this list:</p> <ul style="list-style-type: none"> • SBHM: Chapter 13 (Ethnography) • SBHM: Chapter 14 (Phenomenology) • SBHM: Chapter 15 (Narrative Approaches) • Chapter 1: Rogers, R. (2014). Critical approaches to discourse analysis in educational research. In R. Rogers (Ed.). <i>An introduction to critical discourse analysis in education</i>. (Critical Discourse Analysis) 	<p>Reading Response: <i>due by 5pm Wednesday</i></p> <p>Thinking with Theory Assignment due</p>

10	10/25	Methodologies: Arts based approaches; collaborative & participatory approaches, action research; and visual methodologies	<p>Choose at least 2 readings from this list:</p> <ul style="list-style-type: none"> • SBHM: Chapter 16 (Action Research) • SBHM: Chapters 17 (Collaborative Approaches) • SBHM: Chapters 19 (Arts-Based Approaches) <p>Choose at least 2 readings from this list:</p> <ul style="list-style-type: none"> • BCK: Chapter 1 (Brown) • BCK: Chapter 5 (Pourchier & Holbrook) • BCK: Chapter 9 (Taaffe) 	<p>Reading Response: <i>due by 5pm Wednesday</i></p> <p>Data #1 (field notes from observation and reflection paper) Due in class</p>
11	11/1	Methodologies: Critical, Post- (postmodern, poststructural, posthumanist), feminist, feminist 'new' materialist, & decolonizing	<p>Everyone Read:</p> <ul style="list-style-type: none"> • Agger, B. (1991). Critical theory, poststructuralism, postmodernism: Their sociological relevance. <i>Annual Review of Sociology, 17</i>, 105-131. <p>Choose at least 2 one of the following:</p> <ul style="list-style-type: none"> • BCK Chapter 3 (Childers) • BCK Chapter 4 (Giles & Hughes) • BCK Chapter 8 (Stovall) • Kuby, C.R. & Gutshall Rucker, T.L. (2015). Everyone has a Neil: Possibilities of literacy desiring in writers' studio. <i>Language Arts, 92</i>(5), 314-327. 	<p>Reading Response: <i>due by 5pm Wednesday</i></p>

12	11/8	Working with data & theory	<p>Everyone Read:</p> <ul style="list-style-type: none"> • SBHM: Chapters 27-29 • St. Pierre, E.A. (2013). The appearance of data. <i>Cultural Studies</i> ←→ <i>Critical Methodologies</i>, 13(4), 223-227. <p>Choose at least 2 one of the following:</p> <ul style="list-style-type: none"> • BCK Chapter 2 (Carillo) • BCK Chapter 6 (Kuby) • BCK Chapter 12 (Hughes & Vagle) • BCK Chapter 13 (Osei-Kofi) <p><i>Optional but Recommended:</i> Revisit Jackson & Mazzei reading from 9/13</p> <p><i>Optional but Recommended:</i> Collier, D.R., Moffatt, L., & Perry, M. (2015). Talking, wrestling, and recycling: An investigation of three analytic approaches to qualitative data in education research. <i>Qualitative Research</i>, 15(3), 389-404.</p>	<p>Reading Response: <i>due by 5pm Wednesday</i></p> <p>Data #2 (interview or focus group, protocol, transcription, and reflection paper) Due in class</p>
----	------	----------------------------	--	---

13	11/15	<p>-Writing up and sharing research -“Quality,” “Validity,” and other labels in qualitative research</p>	<p>SBHM: Chapter 30-32</p> <p>Tracey, S.J. (2010). Qualitative quality: Eight ‘big tent’ criteria for excellent qualitative research. <i>Qualitative Inquiry</i>, 16(10), 837-851.</p> <p>Lather, P. (1993). Fertile obsession: validity after poststructuralism. <i>The Sociological Quarterly</i>, 34(4), 673-693. *** (Note: this is dense, try to work through opening pages, but pay special attention to summaries on pg 684-687)***</p> <p><i>Optional but Recommended:</i></p> <p>Ryan, F., Coughlan, M. & Cronin, P. (2007). Step-by-step guide to critiquing research. Part 2: Qualitative research. <i>British Journal of Nursing</i>, 16(2), 738-744.</p> <p>Excerpt of Chapter 2 “Methodological language creates ‘realities’ (pp. 11-33): Labels and language matter” by Koro-Ljungberg, M. (2016). <i>Reconceptualizing qualitative research: Methodologies without methodology</i>. Los Angeles, CA: SAGE.</p>	<p>Google Doc – Question(s) of the week post</p> <p>Article Review/Critique Activity in Class</p> <p>Journal Entry #5: Methodologies & additional data sources due in class</p>
14	11/22	NO CLASS – THANKSGIVING BREAK		
15	11/29	WORK DAY – No meeting in person, but use this time to put the finishing touches on your Paradigmatic Assumptions and Initial Analyses (Final Paper)		
16	12/6 Final Exam Time: 5-7pm			<p>Paradigmatic Assumptions and Initial Analyses (final paper) Due in class. [we will share our projects with each other during this final meeting time]</p> <p>Final self reflection due in class</p>