



**Ag 504: Qualitative Research
COURSE SYLLABUS
FALL 2016**

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COURSE INFORMATION

Course Description: This course investigates the different strategies/methods of conducting qualitative research such as conducting effective interviews, participant observation, and document analysis (data mining). Students will learn about the different research designs associated with qualitative research and explore data analysis and establishing validity/reliability for qualitative research.

Textbook (required): Merriman, S. B. *Qualitative Research: A Guide to Design and Implementation*. Jossey-Bass

Student Learning Outcomes:

Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course - these are my expectations of you. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.

Learning Outcome #1: The learner will be an active and engaged participant by analyzing, constructing/creating, and evaluating information presented in the course textbook and/or other scholarly resources via an interactive discussion.

Learning Outcome #2: The learner will investigate the different designs of qualitative research and develop a hypothetical study following a qualitative design.

Learning Outcome #3: The learner will develop interview protocols, identify what to observe and identify documents/artifacts for document analysis for a hypothetical study.

Learning Outcome #4: The learner will explore data analysis and methods for establishing validity/reliability (trustworthiness) for a hypothetical study.

COURSE REQUIREMENTS

Assignments and Assessment

This course is designed using a discussion-based approach following the textbook chapters and external readings. You will be assessed on the quality of your responses to the questions each week and the level of interaction provided. Weeks open on Monday and discussions conclude the following Sunday. Your original discussion post must occur by Friday with interaction occurring over the weekend.

The rubric used to assess your work is worth 10 points and there is one discussion/week for a total of 80 discussion points for the semester.

1=does not meet expectations; 2=needs improvement; 3=average; 4=good; 5=excellent

Quality of responses to discussion question to include fully addressing the question to include hypothetical study.	1 2 3 4 5
Level of interaction (more than just "I like it" or "I agree" statements) with others to include posting original post by Friday	1 2 3 4 5

In addition to the discussions, we will have a midterm in week 4 and a final in week 8 to assess your understanding of the course content. Both exams will be online in the course shell.

The midterm is worth 50 points and the final is worth 50 points.

Total points possible: 180

180-162=A
161-144=B
143-126=C
125-108=D
107-0=F

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Citizenship: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course.

Attendance: This is an online class therefore attendance is up to you. I expect you to be engaged in the course material and the level and quality of interaction will be considered attendance.

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

TENTATIVE COURSE OUTLINE / CALENDAR FALL 2013
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Please note that weeks will open every Monday and discussions will conclude the following Sunday.

Week	Activities
1	Read chapter's 1-3 and complete interactive discussion
2	Read chapter 4 and complete interactive discussion identifying your hypothetical study
3	Read chapter 5 and complete interactive discussion developing your interview protocol for your hypothetical study
4	Read chapter 6 and complete interactive discussion identifying what you will observe for your hypothetical study
	Mid-term exam
5	Read chapter 7 and complete interactive discussion identifying data you will mine from documents for your hypothetical study
6	Read chapter 8 and complete interactive discussion identifying how you will analyze your data for your hypothetical study
7	Read chapter 9 and complete interactive discussion identifying tactics you will use for establishing trustworthiness for your hypothetical study and how you will deal with ethics.
8	Read chapter 10 and complete interactive discussion developing an outline for presentation of your hypothetical study
	Final exam