EDAD 698.01W: QUALITATIVE RESEARCH METHODS

COURSE SYLLABUS: Fall 2017

INSTRUCTOR INFORMATION

Instructor: Dr. Sharon Ninness, Adjunct Professor

Office Location: Frank B. Young Education Building
Office Hours: Virtual/ M-F: 3 pm – 6 pm

Office Phone: 936.234.9732
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University Email Address: Sharon.Ninness@tamuc.edu

Preferred Form of Communication: E-mail
Communication Response Time: Within 24 Hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
    ISBN-13: 978-1433805615

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Los Angeles, CA: SAGE.
    ISBN-13: 978-1506330204

Marshall, C., & Rossman, G. B. (2015). *Designing qualitative research* (6th ed.). Los Angeles, CA: SAGE.
    ISBN: 978-1452271002

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Saldana, J. (2015). *The coding manual for qualitative researchers* (3rd ed.). Los Angeles, CA: SAGE.
ISBN**:** 978-1473902497

Software Required

MAXQDA- The student cost for 6 months is $36. This software can be accessed at **www.maxqda.com** .

Optional Texts and/or Materials

Optional Textbook:

Ravitch, S. M., & Carl, N. M. (2015). *Qualitative research: Bridging the conceptual, theoretical, and methodological.* Los Angeles, CA: SAGE.
ISBN**:** 978-1483351742

Optional Software:

Grammarly Premium—The cost is $29.95 per month. This software can be accessed at **www.grammarly.com/premium** .

Course Description

This is a research tools course using the foundation of qualitative research (approaches of critical ethnography, phenomenology, case study, grounded theory, and defining cultural themes and patterns) as a basis of all thick description. This course moves into the sociological/anthropological roots of qualitative research. It assists students in understanding how the problem statement must be related to the methodology and the outcome of the research, assists students in selecting proper qualitative methods, and allows students to pursue those methods within the general framework of the class.

Students are urged to develop solid conceptual frameworks from the social sciences and to formulate reasonable research questions based on those frameworks. The development of doctoral proposals within the qualitative methodology is of major concern as is the development of qualitative methodology as a practical method of knowing and administering an educational organization.

TAMU-C Graduate Catalog, 2015-2016

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Course Learning Outcomes

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Design and conduct a Qualitative Research Project that will result in a research paper consisting of the following chapters: Introduction to the Study, Literature Review, Methods (i.e., research design, rationale, site selection, sampling techniques, data collection procedures, and data analysis technique), Findings, Discussions, Recommendations for Further Research, and Summary.
2. Deconstruct the characteristics of qualitative research.
3. Critique qualitative research articles comprised of different approaches.
4. Collect qualitative data through the use of multiple data collection tools.
5. Employ several methods of coding and analyzing qualitative data.
6. Articulate ethical issues related to qualitative research.
7. Examine the defining features of the five qualitative research approaches to inquiry.

Student Learning Outcomes

Module Learning Outcomes (Student Learning Outcomes—SLOs)

CLO 1. Design and construct a Qualitative Research Project that will result in a paper consisting of the following chapters: Introduction to the Study, Literature Review, Methods (i.e., research design, rationale, data collection procedures, and data analysis technique), Findings, Discussions, Recommendations for Further Research, and Summary.

At the completion of this module, the students will be able to:

SLO 1.1. Write an Introduction to the Study that will include the background of the study, research problem, research purpose, research questions, and significance of the study.
SLO 1.2. Write a Literature Review that will consist of a synthesis of the related literature, a conceptual framework, and the conclusion (identify gaps in the research and tell how this study will add to the knowledge base).
SLO 1.3. Write a Methods Chapter that will include the research design, rationale for selecting the research design to answer the research questions and accomplish the purpose of the study, role of the researcher, ethical considerations, trustworthiness, triangulation, credibility, transferability, dependability, conformability, and step-by-step procedures for collecting and analyzing the data.
SLO 1.4. Compose the Findings Chapter that will include the presentation of the data themes using quotations from the transcript to

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provide rich, thick descriptions. Organize the findings
by the research questions and themes.

SLO 1.5. Compose the Discussion Chapter that will include
appropriate content-based literature, conclusions,
implications, limitations, and recommendations for future
research.

SLO 1.6. Produce the Manuscript Preparation documents that will include
a clearly written paper, list of references, informed consent
letter, interview protocol, observation protocol, and archival
data (if applicable), and coded transcribed data.

CLO 2. Deconstruct the characteristics of qualitative research.

At the end of this module, students will be able to:

SLO 2.1. Use evidence from the textbooks and other resources to
construct a written narrative, which includes the characteristics of
qualitative research. Focus on each of the following areas in the
written narrative:
- Definition of qualitative research,
- Natural setting,
- Role of the researcher,
- Multiple methods,
- Meaning and meaning making,
- Reflexivity, and
- Inductive method.

CLO 3. Evaluate qualitative research articles comprised of different
approaches. At the end of this module, students will be able to:

SLO 3.1. Identify and critique research articles based on different
research methods and standards of adequacy. Address items
I and II below.

I. Select four journal articles, which will include one of the
qualitative research methods below.
- Journal article one will use a specific type of
phenomenological research approach.
- Journal article two will use an ethnography qualitative
research approach.
- Journal article three will use a case study qualitative
research approach.
- Journal article four will use a grounded theory qualitative
research approach.

II. Identify and describe the author's description of each of the

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following areas. If the information appears inadequate, what could the authors have included?
- o Purpose of the Study and Research Questions
- o Conceptual and/or theoretical framework
- o Methods Section (site selection, sampling criteria, unit of analysis (what is being studied); qualitative reliability and validity issues (i.e., trustworthiness, dependability, credibility, confirmatory, triangulation).
- o Data collection methods employed? Were these methods appropriate and adequate? Why or why not?
- o Data analysis methods employed? Were these methods appropriate and adequate? Why or why not?
- o Findings: What counted as evidence? In other words, what specific data supported the author's conclusions? Why or why not?

CLO 4. Collect data through the use of multiple qualitative gathering methods.

At the end of this module, students will be able to:

SLO 4.1. Compose interview questions based on the research questions, purpose of study, and the qualitative approach selected for the research project.
SLO 4.2. Conduct five semi-structured interviews with participants in the research project.
SLO 4.3. Use three different qualitative gathering methods (i.e., observing directly, interviewing in depth, and analyzing documents and materials) to collect data for the research project.

CLO 5. Employ several methods of coding and analyzing qualitative data.

At the end of this module, students will be able to:

SLO 5.1. Use detailed line-by-line initial coding of the interview transcripts.
SLO 5.2. Use axial coding of the interview transcripts.
SLO 5.3. Write two memos related to initial and axial coding.
SLO 5.4. Use a computer program (e.g. MAXQDA) for qualitative data analysis to code your data.

CLO 6. Articulate ethical issues related to qualitative research.

At the end of this module, students will be able to:

SLO 6.1. Identify where in the process of qualitative research ethical issues may occur.

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SLO 6.2. Describe the types of ethical issues that may occur in the process of qualitative research.

SLO 6.3. Discuss how to address the ethical issues that may occur in the process of qualitative research.

CLO 7. Examine the defining features of the five qualitative research approaches to inquiry.

At the end of this module, students will be able to:

SLO 7.1. Justify the selection of one of the five qualitative research approaches for their research project. The justification should be based on responses to the following:

After reviewing each of the five qualitative approaches, the students will select one of the five approaches for their qualitative studies. Next, the students will identify the outcomes of the approach and their comfort level with the approach. The students will provide rationales using language of the approach. No opinion statements should be included.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

You will be expected to know how to use the learning management system, *Microsoft Word*, and *PowerPoint*. Some of the assignments require you to make a virtual presentation with a variety of graphics designs and the use of audio. You will learn how to use a qualitative data analysis software program.

Instructional Methods

This course is fully online. It is instructor led with a course schedule. The course content is presented in learning modules in LearningStudio (eCollege). Each module contains instructions, and the course schedule outlines the due dates. In each module you will work on various combinations of assignments, activities, discussions, readings, research, etc., which will be made available to you on the first day of the Module. In this graduate-level course, the instructor expects quality work from each student supported by adequate preparation and involvement.

The instructor will create a learning environment and provide guidance for engagement with the content and learning activities.

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The instructor has provided learner-learner, learner-content, and learner-instructor opportunities for each student to be actively engaged in the learning. It is the instructor's desire that you experience a quality learning environment as you master the skills and knowledge needed to conduct qualitative research.

Student Responsibilities or Tips for Success in the Course

The instructor expects students to regularly access and engage in the course. Weekly announcements will be posted to help them accomplish the objectives of the course. Students are responsible for the amount of commitment and effort they put into reading all course materials, viewing the videos/websites, and completing assignments and discussion threads in a timely manner.

Overview of Learning Activities (Assignments)

- Journal Submission Guidelines   (No points)

  Each student will locate a peer-reviewed journal that accepts qualitative research manuscripts. S/he **will not** be required to submit the paper to the journal. However, s/he must submit the journal submission guidelines to me for approval by the end of the second week of the course.

- IRB Protocol and Consent Letter   (10% of total grade)

  Each student will complete a mock IRB protocol with a consent letter for participants before data are collected. S/he will not be required to submit the IRB protocol and consent letter to the University IRB Committee. This project is a course assignment and will not be presented or published.

- Qualitative Planner Parts 1 and 2   (10% of total grade)

  Each student will complete parts 1 and 2 of the Qualitative Planner. The information in the planner and the data collection will assist him/her in writing the final research paper. Each student will use information from the textbooks and other resources to complete the planners. S/he will not include personal opinions in the planners. A title page and list of references should be included.

- Qualitative Research Project (Study)   (15% of total grade)

  Each student will conduct a qualitative study using one of the five qualitative research approaches. S/he will develop an interview protocol with five to seven interview questions. Five semi-structured, in-depth interviews will be

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conducted. The interviews are to be recorded. The length of each interview should be from 60-90 minutes. Each student will transcribe the data. In addition, s/he will use one other qualitative data gathering technique to collect data (i.e., archival data).

- Data Coding and Analytic Memo Writing   (10% of total grade)

Each student will use initial coding, process coding, and axial coding to analyze the five transcriptions and archival data. In addition, s/he will write three brief analytic memos describing the codes, categories, and themes generated. In addition, s/he will include information in the memos related to emergent patterns, categories, themes, and assertions. The first analytic memo should be written at the beginning of the data collection. Next, an analytic memo should be written during the middle of the data collection period. Last, an analytic memo should be written at the end of the data collection period. The computer-assisted qualitative data analysis MAXQDA software has a memo manager where memos can be written and tagged electronically while data are coded.

- Qualitative Research Paper   (15% of total grade)

Students will write an article-length paper (21-25 pages) with a title page, an abstract, references, and appendices. Occasionally, journal editors will ask for submissions of less than the length required for this course. In that instance, students would follow the course length requirement. The students will adhere to the following requirements in writing the paper:

The Qualitative Paper will include 21-25 pages with an abstract, title page, references, appendices, and transcribed data. The body of the paper will have the following parts:

  - Introduction to the Study   1-2 pages
  - Review of the Literature   5-6 pages
  - Methods   2 pages
  - Data Collection   2 pages
  - Data Analysis   5-6 pages
  - Findings/Conclusions   3-4 pages
  - Recommendations for further research   2 pages
  - Summary   1 page

For this paper, you should use APA format, including 12-point Times New Roman font and one-inch margins. Do not include excessive quotations, and do not include long ones. Use headings and subheadings to help with the flow of writing. Use pseudonyms rather than the names of actual participants. Remove all names and identifiers from interview questions and transcribed interview responses. Include coded transcripts in the appendices.

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- Narrative Paper   (5% of the total grade)

Students will construct a narrative paper that includes a description of the characteristics of qualitative research. They will address each of the following areas:

- o Definition of qualitative research
- o Natural setting
- o Role of the researcher
- o Multiple methods
- o Meaning and meaning making
- o Reflexivity
- o Inductive method

For this narrative paper, you should use APA format, including 12-point Times New Roman font and one-inch margins. Use headings and subheadings. The required length for this paper is 2 pages (this page length does not include the title page and references).

- Journal Article Critiques   (15% of the total grade)

Students will critique four qualitative primary source, peer reviewed journal articles comprised of different approaches (i.e., case study, narrative, ethnography, grounded theory, and phenomenology research). The required length for each critique is two pages (this page length does not include the title page and references page with the journal article as a source). Students should not summarize the articles.

For these assignments, students will critique the authors' descriptions of the following:

- o Research purpose and research questions – How were the research questions aligned to the purpose of the study and the research problem?
- o The conceptual framework (DF) or theoretical framework (TF) – How did the authors construct the DF or TF?
- o Methods- How were the sampling criteria, site selection, and unit of analysis described?
- o Data analysis – How did the authors use the data analysis techniques to code the data?
- o Findings- How did the authors organize the findings?
- o Conclusions – How did the authors' conclusions align with the findings?

    For these journal article critiques, you should use APA format, which includes 12-point Times New Roman font and one-inch margins. The required length for this paper is 2 pages (this page length does not include the title page and references). You should use headings and

subheadings to help with the flow of the content.

- Final Exam/*PowerPoint* Presentation with voice over   (10% of the total grade)

  Students will design a 15-minute *PowerPoint* with voice over to present their research papers. Creativity is encouraged. Each slide should have one topic and include three bullets. There is a limit of 10 slides for this presentation.

  Students should address the following areas in the *PowerPoint* Presentation:

    o Research Problem grounded in the literature, Purpose of the Study, and Research Questions
    o Research Design and Rationale
    o Data Collection Tools and Data Analysis Techniques
    o Findings organized by themes
    o Conclusions

  - Discussion Board 1 – Ethical Considerations   (5% of the total grade)

    Ethical practices in research are grounded in the moral principles of *respect for persons, beneficence, and justice.* Describe each of these ethical principles and explain how you will demonstrate adherence to these three principles in your Research Study and IRB Protocol.

  - Discussion Board II – Qualitative Research Approach Justification
    (5% of the total grade)

    After reviewing each of the five qualitative research approaches, discuss the research approach you selected for your study. Explain the purpose of this research approach and the rationale for employing the approach. Do not include any personal opinions. Paraphrase information from the textbooks and other resources in the modules.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

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Assessments

Learning Activities (Assignments)	Percentage/Points
Journal Submission Guidelines	No Points
IRB Protocol & Consent Letter	10 percent
Qualitative Planner Parts 1&2	15 percent
Qualitative Research Project/Study	10 percent
Data Coding & Analytic Memo Writing	10 percent
Qualitative Research Paper	15 percent
Narrative Paper	5 percent
Journal Article Critiques	15 percent
Discussion Board 1	5 percent
Discussion Board 2	5 percent
Final Exam/PowerPoint Presentation (voice over)	10 percent
	100 percent (Total Points and Percentages)

Alignment of Course and Student-level outcomes, Learning Activities, and Assessments

Course Learning Objectives	Student Learning Objectives	Learning Activities (Assignments)	Assessments
CLO 1 – Design and conduct a qualitative research project	SLO 1.1; SLO 1.2; SLO 1.3; SLO 1.4; SLO 1.5; SLO 1.6	Conduct a Qualitative Research Study (SLO 1.0; 1.6)	--Qualitative Research Paper (SLO 1.1-1.6) --Qualitative Planners 1&2 (SLO 1-5) --Final Exam/ PowerPoint (SLO 1-
CLO 2 – Deconstruct the characteristics of qualitative research	SLO 2.1	Write a Narrative Paper on characteristics of qualitative research (SLO 2.1)	--Narrative Paper on Characteristics of Qualitative Research (SLO 2.1)

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CLO 3 – Critique qualitative research articles comprised of different approaches	SL0 3.1	Students will critique four primary source, peer reviewed qualitative research articles (i.e., case study, narrative, ethnography, grounded theory, and phenomenology research approaches). (SLO 3.1).	Four Qualitative Research Article Critiques (SLO 3.1)
CLO 4 – Collect data through the use of multiple qualitative data gathering methods	SLO 4.1; SLO 4.2; SLO 4.3	Students will design an Interview Protocol and collect interview data. Students also will collect archival qualitative data. (SLO 4.1; SLO 4.2; SLO 4.3).	Interviews, IRB Protocol, and Consent Letter (SLO 4.1; SLO 4.2; SLO 4.3)
CLO 5 – Employ several methods of coding and analyzing data.	SLO 5.1; SLO 5.2; SLO 5.3; SLO 5.4; SLO 5.5	Students will use initial coding, process coding, and axial coding in coding the five transcripts and archival data. Students will write three analytic memos (SLO 5.1; SLO 5.2; SLO 5.3; SLO 5.4).	Five Coded Transcriptions and Coded Archival Data Transcript, Three Analytic Memos, and Research Project Study (SLO 5.1; SLO 5.2; SLO 5.3; SLO 5.4, SLO 5.5)
CLS0 – 6 Articulate Ethical Issues related to qualitative research at the beginning, the middle, and the end of collecting qualitative data	SLO6.1; SLO 6.2; SLO 6.3	Students will demonstrate mastery of ethical issues (SLO 6.1; SLO 6.2; SLO 6.3).	Discussion Board – Ethical Considerations (SLO 6.1; SLO 6.2; SLO 6.3)

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CL0 – 7 Examine the defining features of five qualitative research approaches (genres).	SLO 7.1	After reviewing each of the five qualitative approaches, the students will select one of the five approaches for their qualitative studies. Next, the students will identify the outcomes of the approach and their comfort level with the approach. The students will provide a rationale using language of the approaches. The rationale will not include any opinion statements. (SLO 7.1).	DB - Discussion Board - Qualitative Research Approach Justification (SLO 7.1)

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current Flash enabled internet browser. For PC and Mac users, the suggested browser is Mozilla Firefox.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - o 512 MB of RAM, 1 GB or more preferred
    - o Broadband connection required courses are heavily video intensive
    - o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
    - o Sound card, which is usually integrated into your desktop or laptop computer
    - o Speakers or headphones.
    - o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum, Java 7--Update 51 is required to support the learning

management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check   http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.
  Pop-ups are allowed.
  JavaScript is enabled.
  Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  o Adobe Reader https://get.adobe.com/reader/
  o Adobe Flash Player (version 17 or later) https://get.adobe.com/flashplayer/
  o Adobe Shockwave Player   https://get.adobe.com/shockwave/
  o Apple Quick Time   http://www.apple.com/quicktime/download/

- You must have Microsoft Office 2007, 2010, 2013 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, also will be required. If you do not have Microsoft Office, you can check with the TAMU-C Bookstore to see if any student copies are available.

- For additional information about system requirements, please see: System Requirements for LearningStudio https://secure.ecollege.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo , and from the top menu ribbon, select eCollege. Then, on the upper left side of the screen, click on the My Courses tab.   http://www.tamuc.edu/myleo.aspx

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You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site   http://247support.custhelp.com/

The student help desk can be reached in the following ways:

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. Then, you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, or a TAMU-C campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report problems to the helpdesk. They can reach the helpdesk at 1-866-656-5511.

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2. Students must file their problems with the helpdesk and obtain helpdesk ticket numbers.
3. Once helpdesk ticket numbers are in their possessions, students should advise me of problems and provide the helpdesk ticket numbers to me via email.
4. I will call the helpdesk to confirm students' problems and follow up with them.

PLEASE NOTE: Your personal computer and internet access problems are not legitimate excuses for filing a ticket with the Pearson LearningStudio Helpdesk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Helpdesk.

You are strongly encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who might require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call a staff member at 903-468-6000 with any questions about setting up your myLeo email account. You also can access information at myLeo. https://leo.tamuc.edu

Learner Support
The One Stop Shop was created to serve you by providing as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/

The Academic Success Center provides academic resources to help you achieve academic success.
http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

FREE MobilE APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size, course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

PEARSON COURSES	**App Title:**	**iPhone –** Pearson LearningStudio Courses for iPhone **Android** – LearningStudio Courses - Phone
	Operating System:	**iPhone** - OS 6 and above **Android** – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

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Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then, you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

• View titles/code/Instructor of all Courses enrolled in online
• View and respond to all discussions in individual Courses
• View Instructor Announcements in individual Courses
• View Graded Items, Grades, and Comments in individual Courses
• Grade to Date
• View Events (assignments) and Calendar in individual Courses
• View Activity Feed for all courses
• View Course Filters on activities
• View link to Privacy Policy
• Ability to Sign out
• Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or via email using up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can <u>opt out</u> of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses can be added by clicking the Add button. After all of the other selections are completed, be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Assignments and discussion board threads will be graded in a timely manner. Constructive feedback will be provided on all assignments. The instructor expects students to review feedback and make corrections to their papers. Students are expected not to make the same errors in future assignments. My preferred mode of communication is via email at Sharon. Ninness@tamuc.edu**.** If there is a need for a

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telephone conversation, you may call me via my cell phone at 936.234.9732—please send an email in advance to schedule a phone conference. Response time to students will be within 24 hours unless there are extenuating circumstances (i.e., illness, conference attendance, etc.).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy
The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf

Students also should consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

TAMUC Attendance
For more information about the attendance policy, please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity
Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

The *syllabus/schedule are subject to change.*

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

[http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf](#)

ADA Statement

Students with Disabilities

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 accommodations 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- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

[http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/](#)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom and in online courses with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas also are permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

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Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedur es/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Note: The Course Outline/Calendar is listed on the next four pages of this Syllabus.

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COURSE OUTLINE / CALENDAR
EDAD 698.01W QUALITATIVE RESEARCH METHODS
Fall 2017

Modules 1&2	Discussions and Assignments	Due Dates
Weeks 1-2 Introduction to Qualitative Research **8/28 to 9/10 Modules 1 & 2** --Writing Strategies, APA Tutorial --Begin collecting and reading the articles for your literature review. --Role of the Researcher and Characteristics of Qualitative Research Introduction: The Selection of the Five Approaches	1. Introduce yourself in the Student Lounge and upload a picture. See instructions in Student Lounge. 2. Locate a peer-reviewed journal that accepts qualitative research manuscripts, and find/review its submission guidelines, which you will submit. 3. Read Chapter 1 – Creswell & Poth (2017). 4. Read Chapters 1 and 2--Marshall and Rossman (2015).	**--Submit your introduction with a picture to Student Lounge by Sunday, 9/3.** **--Submit Journal Submission Guidelines to Dropbox by Sunday, 9/10.**
Module 3	**Discussion/Assignments**	**Due Dates**
Weeks 3-4 **Module 3 Research Design** **9/10 to 9/24** Introduction- Do-Ability, Should-Do-Ability, Want-to-Do Ability	5. Read Chapters 1 and 2 – Marshall and Rossman (2015).	
--Qualitative Research Genres (Approaches)	6. Read Chapter 3 – Creswell and Poth (2017).	

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--Critical Genres --Designing a Qualitative Study --The Characteristics of Qualitative Research	7. Begin completing your Qualitative Research Planners 1 and 2 (Research Proposal).	
	8. Complete Narrative Paper Assignment (Characteristics of Qualitative Research).	**--Submit Narrative Paper to Dropbox by Sunday, 9-24-17.**
Modules 4 &5	**Assignments**	**Due Dates**
Weeks 5-6 **Module 4** **Research Design (continued)** **9/25 to 10/15**	9. Discussion Board I Thread – Ethics: Description of the three ethical principles of respect for persons, beneficence, and justice, and an explanation of the adherence to these principles in your Research Study and IRB Protocol 10. Read Chapters 3, 4, and 5- Creswell and Poth (2017). 11. Read Chapter 3 – Marshall and Rossman (2015). 12. Read Appendix A: An Annotated Glossary of Terms—Creswell and Poth (2017). 13. Read Appendices B – F Narrative, Phenomenological, Grounded Theory, Ethnography, and Case Study Articles—Creswell and Poth (2017).	**--Post Ethics entry to Discussion Board by Friday, 9/29.** **--Respond to at least one classmate's post by Sunday, 10-1.**
	14. Write critiques of four journal articles that address qualitative studies with different approaches (case study, narrative, ethnography, grounded theory, and phenomenology	**--Submit two Journal Article Critiques to Dropbox by Sunday, 10-8. Also, submit pdfs of the actual journal articles to the Dropbox.**

The *syllabus/schedule are subject to change.*

Module 5 (Continued)	Assignments	Due Dates
	research, respectively). (Let me know how I can help you find primary source, peer-reviewed, qualitative articles.)	**--Submit other two Journal Article Critiques to Dropbox by Sunday, 10-15. Also, submit pdfs of the actual journal articles to the Dropbox.**

Module 5 (Continued)	Assignments	Due Dates
Week 7 **Module 5—Continued** **10-16 to 10-22** --Continue writing your Literature Review Chapters 1 and 2. --Introducing and Focusing the Study --Research Problem --Statement, Purpose Statement --Research Questions --The What of the Study --Building the Conceptual Framework --Synthesizing the Literature	15. Read Chapter 6 –Creswell and Poth (2017). 16. Discussion Board 2--Justification for Selecting Research Approach: Explanation of purpose of the qualitative research approach selected for your study and the rationale for employing it 17. Read Chapter 4- Marshall and Rossman (2015).	**--Post Justification for Selecting Research Approach to Discussion Board by Friday, 10-20.** **--Respond to at least one classmate's post by Sunday, 10-22.**

Modules 6, 7, and 8	Assignments	Due Dates
Weeks 8, 9, and 10 **10-23 to 11-12** --IRB --Interview Protocol	18. Assignment – Develop IRB Interview Protocol. 19. Write Consent Letter.	**--Submit IRB Interview Protocol and Consent Letter to Dropbox by Sunday, 10-29.**

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--Consent Letter --Writing Analytic Memos --What is a code? --Patterns of Code --Initial Coding, Axial Coding, Process Coding	20. Read Chapters 7, 8, 9, 10, and 11—Creswell and Poth (2017). .	
--Begin Collecting, Coding, and Analyzing Your Data --Begin writing your qualitative research paper (article) --Managing, Analyzing, and Interpreting	21. Read Chapters 6, 7, 8, and 10 – Marshall and Rossman (2015). 22. Read Chapters 1, 2, 3, and 5 – Saldana (2015).	
--Writing it Up --Telling The Story --Envisioning the Final Report	23. Assignment – Complete Qualitative Research Planners 1&2.	**--Submit Qualitative Research Planner 1 to Dropbox by Sunday, 11-5.** **--Submit Qualitative Research Planner 2 to Dropbox by Sunday, 11- 12.**
Modules 9-10	**Assignments**	**Due Dates**
Weeks 11, 12, 13, 14, and 15 **11-13 to 12-8**	24. Complete Research Paper with Supporting Documents. 25. Complete Final Exam/ *PowerPoint* Presentation—Use Graphics and Voice Over. Limit to 10 slides.	**--Submit Research Paper and Supporting Documents to Dropbox by 11-26.** **--Submit *PowerPoint* Presentation to Dropbox by 12-3.**

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