



EDAD 698.01W: QUALITATIVE RESEARCH METHODS

COURSE SYLLABUS: FALL 2021

INSTRUCTOR INFORMATION

Instructor: Dr. Julia Ballenger

Office Location: Frank B. Young Education Building, #110

Office Hours: Virtual/ Tuesday/Wednesday/Thursday: 3 pm – 7 pm

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Preferred Form of Communication: E-mail

Communication Response Time: Normally within 24 hours

COURSE INFORMATION

Materials – Textbooks and Software

Textbooks Required

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (7th ed.).

ISBN-13: 978-1433805615

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE.

ISBN-13: 978-1506330204

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

ISBN: 978-1452271002

The syllabus and schedule are subject to change.

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

Optional Textbooks:

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
ISBN: 978-1119003618

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

Required Software Access

MAXQDA- The student cost for a 6-month access to this qualitative data analysis software is \$47. This software can be accessed at www.maxqda.com .

Optional Software Access

Grammarly Premium—This software, which checks for errors related to grammar, punctuation, mechanics, and usage as well as for plagiarism in writing, can be accessed at www.grammarly.com/premium for a monthly, quarterly (3-month), or annual fee.

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, 2017-2018

The syllabus and schedule are subject to change.

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

The syllabus and schedule are subject to change.

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 of data collection
- Meaning and meaning making,
- Triangulation, 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 three 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?

- Purpose of the Study and Research Questions
- Conceptual and/or theoretical framework
- 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).
- Data collection methods employed? Were these methods appropriate and adequate? Why or why not?
- Data analysis methods employed? Were these methods appropriate and adequate? Why or why not?
- 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 qualitative research methodology course is fully online. The course content is presented in learning modules in the online platform of Desire to Learn (D2L). Each module contains assignments, discussion topics, resources, Q & A sections, etc. The course schedule includes the due dates of assignments. 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 course. 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 that meets each student's individual needs, and will provide guidance for engagement with the learning activities. The instructor has designed this online course so that learner-learner, learner-content, and learner-instructor interactions can occur. It is the desire of the instructor that you experience a quality-learning environment as you master the skills and knowledge needed to conduct qualitative research.

The syllabus and schedule are subject to change.

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 students 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 With Letter of Informed Consent, Permission Letter for Each Data Collection Site, and Supporting Documents**

(10% of total grade)

Each student will complete an actual IRB protocol with a letter of informed consent for participants and permission letter for each data collection site as well as other needed supporting documents *before data are collected*. Each student will be required to submit the IRB protocol, letter of informed consent, permission letter for each data collection site, and supporting documents to the University IRB Committee for approval. Supporting documents will include a general information letter, questionnaires, observation forms, and tables/charts for organizing collected archival data as applicable to the study. *The University IRB Committee's approval of the IRB protocol is required **before** any data are collected. In addition, the letter of informed consent, permission letter for each data collection site, and supporting documents must be obtained **before** any data are collected for the qualitative study.*

- **Qualitative Research Proposal**

(10% of total grade)

Each student will complete the Qualitative Planner and use the compiled information in this organizer to complete a Qualitative Research Proposal. The information in the proposal will assist the student in writing the final research paper. Each student will use information from the textbooks and peer-reviewed journal articles to complete the planner and research proposal. S/he will not include personal opinions in the planner or research proposal. A title page and list of references should be included for the Qualitative Research Proposal.

The syllabus and schedule are subject to change.

- **Qualitative Research Project (Study)** **(10% of total grade)**

Each student will conduct a qualitative study using one of the five qualitative research approaches and research designs. S/he will develop an interview protocol with five to seven interview questions. Five semi-structured, in-depth interviews will be conducted. All interviews must be audio recorded. The length of each interview should be from 60-90 minutes. Due to COVID, interviews may be conducted via Zoom instead of face-to-face. All collected interview data must be transcribed so that the data can be coded by using MAXQDA software. In addition to interviews, each student will use one other qualitative data gathering technique to collect data (i.e., questionnaire, observation form, or archival data as applicable to the study).

For the Qualitative Research Project (Study) assignment, each student will submit the following documents:

- five signed letters of informed consent,
- transcriptions of the five audio-taped interviews, and
- all copies of administered questionnaires, completed observation forms, and/or tables/charts of reviewed archival data as applicable to the study.

- **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. The second analytic memo should be written during the middle of the data collection period. The third 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.

For this assignment, each student will submit the following documents:

- three analytic memos, written at the beginning, in the middle, and at the end of the data collection period, respectively, and
- coded data (interview transcriptions and at least one other form of collected data) on which the memos are based.

- **Qualitative Research Paper** **(15% of total grade)**

Each student will write a Qualitative Research Paper that addresses the qualitative study that s/he conducted. This paper will include the following parts: a title page, an abstract, body (21-25 pages), references, and appendices. The body of the paper will include the following sections:

The syllabus and schedule are subject to change.

○ 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, 7th edition, 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 the following supporting documents with this paper as appendices: copies of all protocols (Interview Protocol, Questionnaire Protocol, Observation Protocol, and/or Review of Archival Data Protocol as applicable to the study).

• **Characteristics of Qualitative Research Paper (10% of the total grade)**

Students will construct a paper that includes a description of the characteristics of qualitative research. In this paper students will address each of the following areas:

- Definition of qualitative research
- Qualitative Research Design
- Natural setting
- Role of the researcher
- Multiple methods of data collection
- Epoché
- Inductive method
- Triangulation

For this paper, you should use APA format, 7th edition, including 12-point Times New Roman font, one-inch margins, headings, and subheadings, etc. The required length for this paper is 3-5 pages. The paper should include an introductory paragraph that contains a definition of qualitative research and a thesis statement, six supporting paragraphs that develop the thesis statement (these will address the bulleted topics listed above), and a concluding paragraph that briefly summarizes the main points of the paper.

• **Journal Article Critiques (15% of the total grade)**

Students will critique three qualitative primary source, peer-reviewed journal articles that address qualitative studies using the following different approaches: basic qualitative research design or narrative inquiry, phenomenology (Hermeneutics/Interpretive Phenomenological Analysis),

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or grounded theory, and qualitative case study (Single, Multiple, Explanatory, Descriptive). The required length for each critique is at least four pages (this page length does not include the title page and references page with the critiqued journal article and any other sources that are cited in the critique). Students should not merely summarize the articles. For these assignments, students will critique the authors' descriptions of the following:

- Research purpose and research questions – How were the research questions aligned to the purpose of the study, the research problem and research design?
- The conceptual framework (DF) or theoretical framework (TF) – How did the authors construct the DF or TF?
- Methods- What were the sampling criteria, site selection, and unit of analysis described?
- Data analysis – How did the authors use the data analysis techniques to code the data?
- Findings- How did the authors organize the findings?
- 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, one-inch margins, etc. The minimum required length for this paper is 4 pages (this page length does not include the title page and references)—it may be longer. You should use headings and subheadings to help with the flow of the content. The paper should include an introductory paragraph with identification of the journal article's title and author, a brief summary of the study, and a thesis statement. It also should include at least 6 supporting paragraphs that develop the thesis statement--these paragraphs will address the above bulleted topics. In addition, the paper should include a concluding paragraph that summarizes the strengths and weaknesses of the research study.

• **Final Exam/PowerPoint Presentation (10% of the total grade)**

Each student will design a 15-minute *PowerPoint* with voice over and graphics to present his or her research paper. Creativity is encouraged. Each slide should have one topic and include only 3-4 bullets. There is a limit of 10 slides for this presentation. The *PowerPoint* Presentation should include the following:

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

The syllabus and schedule are subject to change.

Research Study and IRB Protocol.

The syllabus and schedule are subject to change.

- **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

Assessments

Learning Activities (Assignments)	Percentage/Points
Journal Submission Guidelines	No Points
Characteristics of Qualitative Research Paper	10 percent
Discussion Board 1	5 percent
Journal Article Critiques (3)	15 percent
Discussion Board 2	5 percent
Qualitative Research Proposal	10 percent
IRB Protocol & Supporting Documents	10 percent
Qualitative Research Project/Study	10 percent
Data Coding & Analytic Memo Writing	10 percent
Qualitative Research Paper/Article	15 percent
Final Exam/ <i>PowerPoint</i> Presentation	10 percent
	100 percent= Total Points and Percentages

Rubrics that will be used to assess these assignments are located in the EDAD 698 course shell.

The syllabus and schedule are subject to change.

<i>Alignment of Course and Student-level Outcomes, Learning Activities, and Assessments</i>			
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 1-5)
CLO 2 – Deconstruct the characteristics of qualitative research	SLO 2.1	Write a paper on the characteristics of qualitative research (SLO 2.1).	--Paper on the Characteristics of Qualitative Research (SLO 2.1) --Midterm Exam (SLO 2.1)
CLO 3 – Critique qualitative research articles comprised of different approaches	SLO 3.1	Critique three primary source, peer-reviewed qualitative research articles that address phenomenology, ethnography, and qualitative case study research approaches, respectively (SLO 3.1).	--Three 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	--Design an interview protocol and collect interview data and archival data (SLO 4.1; SLO 4.2; SLO 4.3).	--IRB Protocol, Letter of Informed Consent, Interviews, Questionnaires, Observations, and Existing Archival Records (SLO 4.1; SLO 4.2; SLO 4.3)

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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)
CLO – 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)

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

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: 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, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

The syllabus and schedule are subject to change.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Email is the primary mode of communication with the instructor. Expect a reply within 24 hours, depending on when your message was sent. If you do not receive a response in that timeframe, please assume your message was not received, and email again or contact me via cell phone. Virtual conferencing is available by appointment via Zoom. Email is the preferred method of contact.

This course is an online course technically supported by the Texas A&M University-Commerce campus-wide online learning platform Brightspace. You will have access to and begin using Brightspace the first day of class. If you are not familiar with the use of D2L's Brightspace or the Library Online Services, please avail yourself of the online tutorials easily accessible through your MyLeo web page.

It is critical for you to check your MyLeo email everyday as I will be communicating with you both within the online course environment and through university email.

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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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Students with Disabilities-- 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

Velma K. Waters Library Rm 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 are also 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.

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For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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COURSE OUTLINE / CALENDAR

Spring 2022

Module 1	Discussions and Assignments	Due Dates
Week 1 1/31 to 2/6 Module 1 Introduction to Qualitative Research --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. Complete a Student Information Form to submit via email, introduce yourself in the Student Lounge, and upload a professional photo of yourself to accompany your introduction. See instructions in the 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 2 in Creswell and Poth (2017). 4. Read Chapter 1 in Marshall and Rossman (2015).	-- Submit your Student Information Form by Wednesday, 2/2, via email as an attachment. -- Submit your introduction with a picture to Student Lounge by Sunday, 2/4. -- Submit Journal Submission Guidelines to the Submission Assignment Folder by Sunday, 2/6.
Module 2	Discussion/Assignments	Due Dates
Week 2 2/7 to 2/13 Module 2 Research Design --Introduction- Do-	5. Read Chapter 2 in Marshall and Rossman (2015).	

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Ability, Should-Do- Ability, Want-to-Do Ability		
--Qualitative Research Genres (Approaches) --Critical Genres --Designing a Qualitative Study --Characteristics of Qualitative Research (continued)	6. Read Chapters 3-4 in Creswell and Poth (2017). 7. Begin completing your Qualitative Research Planners 1 and 2 (Research Proposal).	
	8. Complete Paper on the Characteristics of Qualitative Research.	-- Submit your Characteristics of Qualitative Research Paper to Submission Assignment Folder by Sunday, 2/13.
Module 3	Assignments	Due Dates
Week 3 2/14 to 2/27 Module 3 Trustworthiness, Ethics, and Research	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 in Creswell and Poth (2017). 11. Read Chapter 3 in Marshall and Rossman (2015). 12. Read Appendix A: An Annotated Glossary of Terms in Creswell and Poth (2017). 13. Read Appendix B: Narrative and Appendix E: Ethnography in Creswell and Poth (2017).	-- Post your Ethics entry to Discussion Board by Wednes- day, 2/23. -- Respond to at least two peers' posts by Friday, 2/25.

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Please note: Dr. Ballenger will need to approve the article before the critique.	14. Write critiques of two journal articles that address qualitative studies with different research designs: ethnography, basic qualitative/interpretive research, narrative inquiry, phenomenology: (Hermeneutics, IPA, or Transcendental) or grounded Theory, or qualitative multiple case	--Submit Journal Article Critique # 1: Ethnography (or Narrative Inquiry) to the Submission Assignment Folder by Sunday, 2/27. Also, submit a pdf of the reviewed journal article with Journal Article Critique #1.
Modules 4 and 5	Assignments	Due Dates
Weeks 4 and 5 2/28-3/13 Module 4 Introducing and Focusing the Study/Conceptual Framework/Literature Review --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, Appendix C: Phenomenological Study, Appendix D: Grounded Theory Study, and Appendix F: Case Study in Creswell and Poth (2017). 16. Discussion Board 2--Justification for Selecting Research Approach: Explanation of the purpose of the qualitative research approach selected for your study and the rationale for employing it 17. Read pp.17-20 in Marshall and Rossman (2015).	--Submit Article Critique # 2: Phenomenology (or Grounded Theory) to the Submission Assignment Folder by Sunday, 3/13. Also, submit a pdf of the actual journal article to the Submission Assignment Folder. --Post Justification for Selecting Research Approach to Discussion Board by Wednesday, 3/9. --Respond to at least two peers' posts by Sunday, 3/11.

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Modules 6, 7, and 8	Assignments	Due Dates
Weeks 6, 7, and 8 3/21 – 4/10 Data Collection Time --IRB Protocol Form --General Information Letter --Letter of Informed Consent --Interview Protocol (and other protocols as applicable) --Letter of Permission for Data Collection Site/s	18. Assignment – Complete IRB Form Protocol with the required attachments (General Information, Letter, of Informed Consent, and Interview Protocol as well as other needed protocols required for study). 19. Read Chapter 7 in Creswell and Poth (2017). 20. Read Chapters 6 and 7 in Marshall and Rossman (2015).	-- Submit the following assignment to the Submission Assignment Folder by Sunday, 4/10: IRB Protocol with the following attachments: 1) General Information Letter, 2) Letter of Informed Consent, 3) Interview Protocol and any other protocols as applicable (e.g. Questionnaire Protocol, Observation Protocol, etc.), and 4) Permission Letter for each Data Collection Site. This letter must be signed prior to any data collection.
--Writing Analytic Memos --What is a code? --Patterns of Code --Initial Coding, Axial Coding, Process Coding --Begin writing your qualitative research paper (article) --Begin collecting data after General Information Letter, Letter of Informed Consent, and Interview Protocols are approved.	21. Read Chapters 8 and 10 in Marshall and Rossman (2015). 22. Read Chapter 8 in Creswell and Poth (2017). 23. Begin collecting data after your site letter is signed and you receive your professor's approval to proceed.	

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--Complete Qualitative Research Proposal based on information compiled in Qualitative Research Planner. --Begin collecting data after General Information Letter, Letter of Informed Consent, and Interview Protocols are approved. --Continue writing qualitative research paper (article- add Chapters 4 and 5)	24. Assignment – Complete Qualitative Research Planner (first assigned in Module 3) and write Qualitative Research Proposal (three chapters) based on information compiled in Qualitative Research Planner. 25. Read Chapter 9 in Creswell and Poth (2017). 26. Read Chapter 1 in Saldaña (2015).	--Submit your Qualitative Research Proposal to the Submission Assignment Folder by Sunday, 4/10
Modules 9-14	Assignments	Due Dates
Weeks 9, 10, 11, 12, 13, and 14 4/11- 5/6 --Collecting Data --Data Coding, and Analyzing Data --Managing, Analyzing, and Interpreting --Writing it Up --Telling The Story --Envisioning the	27. Conduct all five semi-structured, in-depth interviews using approved Interview Protocol (all interviews will be audio-recorded). Collect signed letters of informed consent before interviews are conducted. 28. Transcribe all audio recordings of conducted interviews. 29. Analyze transcribed interviews by using initial, process, and axial coding, and write three brief analytic memos describing the codes, categories, and themes generated and including information related to emergent patterns, categories, themes, and assertions. 30. Read Chapters 2, 3, 5, and 6 in	--Submit documents from Qualitative Research Project (Study) to the Submission Assignment Folder by Sunday, 4/17 These documents will include the following: 1) transcribed data from five semi-structured, in-depth interviews, 2) all other collected qualitative data (questionnaires, classroom observation forms, archival data tables, etc.), and 3) copies of five signed letters of informed consent. --Submit Data Coding and Analytic Memo Writing Assignments to the Submission Assignment Folder by Sunday, 4/24. These assignments will include:

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Final Report	Saldaña (2015).	1) three analytic memos, written at the beginning, in the middle, and at the end of the data collection period, respectively, and 2) the coded data (transcriptions of interviews and at least one other form of collected data) on which the memos are based.
--Managing, Analyzing, and Interpreting --Writing it Up --Telling The Story --Envisioning the Final Report	31. Complete Research Paper (five chapters). with Supporting Documents (Protocols, Instruments, and Data Charts/Tables as applicable) as appendices.	--Submit the Qualitative Research Paper with Supporting Documents as appendices to the Submission Assignment Folder by Sunday, 5/6.
Modules 15-16	Assignments	Due Dates
Week 15 5/8 - 5/13 ---Presenting the Qualitative Study With Slides	32. Complete Final Exam/ <i>PowerPoint</i> Presentation: --Use Graphics and Voice Over, and limit to 10 slides. Include only 3-4 bullets per slide. Address the following topics related to your qualitative research study: a) introduction/research problem grounded in the literature, b) purpose of the study and research questions, c) research approach/rationale. d) summary of the literature, e) data collection tools and data analysis procedures, f) findings organized by themes, g) conclusions/recommendations.	--Submit Final Exam/ <i>PowerPoint</i> Presentation to the Submission Assignment Folder by Thursday, 5/13.

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Please review the following notes very carefully:

Important Note: If you do not receive IRB approval prior to conducting the research study required for this course (prior to collecting any data), you cannot present or publish the results of your research. You cannot receive IRB approval unless you complete the required CITI training and submit all required IRB forms to the Institutional Review Board for its approval. You will not be able to collect any data for your study until you receive IRB approval.

On August 23, 2021, Dr. Lucy Pickering, Chair of the Institutional Review Board (IRB) for Protection of Human Subjects at TAMU-C, provided the following guidelines for students enrolled in EDAD 698 to conduct the qualitative study required for this course without submitting the study for IRB review:

- 1) The data collected for the research study cannot be shared with anyone other than the professor of this course;
- 2) The results of the study cannot be presented or published anywhere; and
- 3) The research must remain practice or pilot work as opposed to “systematic research,” which is the specific criteria for IRB review.

If you want to present the results of the study you conduct for EDAD 698 somewhere (in-service, conference, etc.), or if you want to submit the study for publication (bulletin, journal, conference yearbook, etc.), you will need to complete the required CITI training and IRB forms, submit the IRB forms to the IRB for its review, and obtain IRB approval. This process can be quite lengthy, and submitted forms are reviewed in the order that they are submitted.