



AG 504-Qualitative Research Methods

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Office Hours:

The following office hours are the official times that I will be available for drop-in student consultation. I have an open door policy when possible and will try to assist students any time that I am available. However, occasionally the demands of class preparation, my role at the university, and service prohibit immediate drop-in service. You are welcome to email me to arrange a meeting time.

Monday-Thursday 8:30am to 2:00pm and/or by appointment.

Course Meeting Time and Location

Online via D2L

Materials – Textbooks, Readings, Supplementary Readings

Reliable Internet Access

MS Word 2007 or newer

Creswell, J.W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, Los Angeles: Sage Publications, Inc.

Course Description: Three semester hours 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.

The instructor reserves the right to modify this syllabus during the semester, if needed. The instructor also reserves the right to extend credit for alternative assignments, projects, or presentations.

Course Objectives:

Upon completion of this course and associated activities, the student should be able to:

1. Describe the value of qualitative methodology in educational research.
2. Identify and analyze different qualitative methodologies
3. Develop in-depth skills for interpretive research design. Specifically, the student will be able to:
 - a. Identify and demonstrate narrative research,
 - b. Identify and demonstrate phenomenology research,
 - c. Identify and demonstrate grounded theory research,
 - d. Identify and demonstrate ethnography research,
 - e. Identify and demonstrate case study research.
4. Describe data collection and analysis methods and protocols
5. Describe and differentiate the qualitative equivalents to validity and reliability
6. Develop a proposed or hypothetical study incorporating qualitative methodologies and author the first three chapters of the study.

Course Assignments and Grading

Date	Activities & Assignments	Details	Point Value and Grading Scale
Week 1	Course Introduction Introduction to Qualitative Research Philosophical Assumptions and Interpretive Frameworks Discussion	10 Discussions for 20/each=200 Points	20 points Discussion
Week 2	Designing a Qualitative Study Discussion		20 points Discussion
Week 3	Narrative Research Discussion		20 points Discussion
Week 4	Phenomenology Discussion		20 points Discussion
Week 5	Grounded Theory Discussion		20 points Discussion
Week 6	Ethnography Discussion		20 points Discussion

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AG 504-Qualitative Research Methods

Week 7	Case Study Discussion		20 points Discussion
Week 8	Sample Qualitative Thesis Chapter 3: Methodology	Students will develop Sample Qualitative Thesis Chapter 3. Sample chapters will conform to APA 7 th edition guidelines.	
Week 9	Sample Qualitative Thesis Chapter 3: Methodology		100 points Chapter
Week 10	Sample Qualitative Thesis Chapter 2: Literature Review	Students will develop Sample Qualitative Thesis Chapter 2. Sample chapters will conform to APA 7 th edition guidelines.	
Week 11	Sample Qualitative Thesis Chapter 2: Literature Review		100 points Chapter
Week 12	Introducing and Focusing the Study Discussion Continue writing Chapters 3 and 2		20 points Discussion
Week 13	Sample Qualitative Thesis Chapter 1: Introduction Continue writing Chapters 3 and 2	Students will develop Sample Qualitative Thesis Chapter 1. Sample chapters will conform to APA 7 th edition guidelines.	100 points Chapter
Week 14	Data Collection Discussion Continue writing Chapters 3, 2, and 1		20 points Discussion
Week 15	Data Analysis and Representation Standards of Validation and Evaluation Discussion Continue writing Chapters 3, 2, and 1		20 points Discussion
Week 16	Sample Qualitative Thesis Chapters 1-3 Due	Students will develop Sample Qualitative Thesis Chapters 1-3.	200 points Final Sample Paper

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AG 504-Qualitative Research Methods

		Sample chapters will conform to APA 7 th edition guidelines and use the Sample Qualitative Thesis Template provided in D2L. Rubric provided in D2L.	
Final Grade:			Points Earned/700=Your Grade (don't panic...move the decimal) A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below

There will be no extra credit work available.
Late assignments will earn, at maximum, a grade of 70.

UNIVERSITY PROCEDURE/POLICIES

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 should also 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>

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 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
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

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AG 504-Qualitative Research Methods

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.

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.

References:

The following web sites will be useful references.

AgHires

<https://ag hires.com/>

AgCareers

<https://www.agcareers.com/>

National FFA Organization

www.ffa.org

Texas FFA

www.texasffa.org

Vocational Agriculture Teachers Association of Texas

<http://www.vatat.org>

National 4-H Headquarters (USDA-CSREES)

<http://www.national4-hheadquarters.gov/>

National 4-H Council

<http://www.fourhcouncil.edu/>

Texas 4-H Web Page

<http://texas4-h.tamu.edu/>

National FCCLA

<http://www.fcclainc.org/>

Texas FCCLA

<http://www.texasfccla.org/>

Judging Card

www.judgingcard.com

Educational Excellence for AFNR Teachers***

<http://www.txeducationalexcellence.com/>

Relevant Online Research Journals

Journal of Extension

<http://www.joe.org/>

Journal of Agricultural Education

<http://jae-online.org/>

Journal of Southern Agricultural Education Research

<http://www.jsaer.org/>

Texas Journal of Agriculture and Natural Resources

http://www.tarleton.edu/Departments/txjanr/Online_Jrnl.html

Journal of Family and Consumer Sciences Education

<http://www.natefac.org/JFCSE/jfc>

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