

## ENG 687 Qualitative Methods

Spring 2025

F2F class meets on Thursday 4:30-7:10 Location: DTH201

\*\*\*Optional ZOOM class meeting (Thursday 4:30-7:10)

ZOOM meeting will be recorded for students unable to meet at

that time\*\* (See course outline for specific meeting dates)

Instructor: Dr. Dongmei Cheng

Office Location: DTH 116

Office Hours: 12:00-2:00pm M, W, F via Zoom. Appointment required.  
Make an appointment following this link: : <https://tidycal.com/dongmeicheng>

University Email Address: [dongmei.cheng@tamuc.edu](mailto:dongmei.cheng@tamuc.edu)

Preferred Form of Communication: Email or Scheduled Zoom Meeting

Communication Response Time: Within 24 hours on weekdays (M-F)

### COURSE INFORMATION

#### **Textbook Required:**

Heigham, J. & Croker, R. (2009). *Qualitative Research in Applied Linguistics*. Palgrave McMillian.

#### **Additional Text Required:**

*Publication Manual of the American Psychological Association (7<sup>th</sup> edition)*. Those of you who are not familiar with APA style which is required in the discipline of

TESOL/applied linguistics, need to purchase a copy of this manual. You should obtain this book from booksellers of your choice.

*Additional readings will be in the electronic shell.*

## **Course Description**

This initial-level seminar is an introduction to Qualitative Research Methods in Applied Linguistics. During the semester, we will survey a variety of qualitative research methods from different areas of Applied Linguistics. The course combines readings and critical analysis of research articles with experience in collection, analysis and reporting of data. Our discussions will be guided by the required readings to ensure that everyone has a similar background understanding of these issues; however, topics are not confined to those that appear in the textbook if class participants have additional areas of interest. For each research design, influential studies by major authors in the field have been included, regardless of publication date. We will also add to these readings throughout the semester.

## **Student Learning Outcomes:**

- (a) Demonstrate knowledge of the major Qualitative Methods covered in the course. Through class discussion and reading critiques, students are required to demonstrate an increased awareness of the major models in AL Qualitative Methods
- (b) Engage in an investigation of the processes underlying choices among methodological approaches. This is facilitated through the reading posts that students complete throughout the seminar on a weekly basis.
- (c) Demonstrate an increased knowledge of genre of research writing in AL as it relates to qualitative research. This is demonstrated using the final research writing project that all students complete.

## **COURSE ASSESSMENT & INSTRUCTION**

**Reading Posts**

**40 points**

<b>Discussion Facilitation</b>	<b>5 points</b>
<b>Final Project (Paper+Presentation)</b>	<b>25 points</b>
<b>Proposal &amp; Annotated Articles</b>	<b>20 points</b>
<b>Data Analysis</b>	<b>10 points</b>
<b>TOTAL:</b>	<b>100 points</b>

*The following are brief descriptions of the graded tasks in this class. Detailed instructions and rubrics will be provided in D2L.*

### **Reading Posts:**

Before the weekly lecture, a designated discussion facilitator will post a list of questions for the class to reflect based on the assigned readings. Each class member will choose one question from the list and post a reading reflection by replying to this question and addressing any follow-up questions from the discussion facilitator or the rest of the class members.

The same list of questions applies to the live reading discussion during class time, and students can participate in the live class discussions in lieu of this assignment.

### **Final Project:**

As participants in a graduate level seminar, I recognize that each of you is engaged in different stages of your graduate school career; thus, there are a range of options for this project. In addition to the usual possibilities for a written final project such as a review paper, research proposal or research project report (see descriptions of each below), participants may wish to work on qualitative/mixed methods-based papers for publication or conference presentation, a chapter outline or an annotated bibliography that will form the basis of a dissertation chapter, or a related project. Proposals for the final project will be worked out individually in consultation with the instructor.

(A) A review paper: A student can write a review paper in which they analyze, synthesize and evaluate the research done on a specific topic related to qualitative research. A good review paper will have a specific rather than a general topic, a clear and well-supported theme, and an adequate coverage of information. It should include a minimum of 15 references.

(B) A research proposal: A student can write a detailed proposal for a research project that investigates a research question designed to be tested with a qualitative or mixed methods approach. A good project proposal will have a clearly defined research question, an adequate review of the literature related to the question, detailed description of the method to be used, including such information as participants, experimental paradigms or test methods, test materials and any other instruments. The proposal should also list possible outcomes of the project and potential significance of the findings.

(C) A research report: A student can complete a qualitative/mixed method research project that is related to one of the topics of this course and write a report on the project as a term paper. The project can be a straightforward replication of a published study, a study attempting to extend a published finding to a new participant population or a new language, or a study that examines a research question that has not yet been explored. A good report will have a well-defined research method, a clear presentation of the results and a reasonable interpretation or explanation of the findings.

### **Proposal & Annotated Articles:**

For each paper/book chapter in your annotated bibliography, the following information should be included.

- The reference of the article: Authors(s), year of publication, title, journal name
- The purpose and the research question: What is the purpose of the project or the specific research question under investigation? Explain important concepts and definitions if necessary.
- Information re. methodology: Participants, materials, design, tasks/procedures, dependent/independent variables
- Results, findings & conclusion: Results of the study, summary of findings, the author's interpretation of findings and conclusions
- Your evaluation of the study, e.g., right question? Appropriate method? Reasonable interpretation of findings? Conflicting evidence?

**Data Analysis:**

The purpose of the data analysis project is for you to practice using one specific data collection method to collect your own qualitative data and analyze it. You can choose from the following qualitative data collection methods:

- Observation
- Interview
- Questionnaire with open-response items
- Verbal protocols (concurrent and/or retrospective) or diaries
- Discourse analysis

The main text of your data analysis should be at least two double-spaced pages long, with no maximum page limit. The main text should introduce the data set and include a detailed description and thematic analysis. An appendix or appendices should also be attached. In this part, you should include any relevant data collection instrument used in this project (e.g., the observation/interview protocol, observer/interviewer's notes, full version of the questionnaire, questions used in the verbal protocol, and transcripts). The length of your appendix/appendices would vary, but the goal is to provide as much information as possible to illustrate everything you have done to complete your data analysis project.

**Due date:**

**All assignments (unless otherwise notified) are due at 11:59pm, Sunday of the week specified in the course outline.**

*Please note, for graduate classes, "A" grades reflect work which is clearly superior and exceeds the minimum criteria on all dimensions. "B" grades mean a good, solid performance which fulfils the basic requirements for a particular assignment. Any work that receives a grade of "C" or lower does not the minimum requirements for solid graduate work.*

**LMS**

All course sections offered by East Texas A&M University 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](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## **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](mailto: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 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.

### **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>

### **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>

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>

### **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 East Texas A&M University 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>

### Avoid Self-plagiarism

Self-plagiarism is reusing one's own previously written work partially or entirely in another piece of work without referring to the previous use. Instructors expect unique coursework for individual classes to demonstrate students' persistent learning and growth. Submitting an assignment that has already been submitted for another class, also called "recycling fraud", is a form of academic misconduct and never allowed. In case you want to further explore a research topic that you have examined in another class, please do ask for the instructor's permission beforehand.

### AI Use in Course

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

*Dr. Cheng's guidelines on the use of AI:*

- You cannot trust anything said by an AI tool. If it gives you a number or fact, assume it is wrong unless you can verify it with another credible source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- Do not trust AI to supply citation information. Do your own research and include the proper citation information in your writing.
- You are not allowed to use AI to generate an entire assignment.
- You are permitted to use AI to facilitate your completion of the course assignments if you acknowledge your use of it and document how you use it. Please include a statement at the end of any assignment that uses AI explaining what you used the AI for and the link of your chat history. Failure to do so is in violation of academic honesty policies.
- When in doubt about whether your use of AI in a course assignment is appropriate, check with me before submitting your work for a grade.

### **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**

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

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

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

East Texas A&M University 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.

### **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](http://www.tamuc.edu/counsel)

## **Departmental-Specific Procedures**

### **Student Grievance Procedure**

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult [University Procedure 13.99.99.R0.05 \("Student Appeal of Instructor Evaluation"\)](#).

### **Collection of Data for Measuring Institutional Effectiveness**

In order to measure the level of compliance with the accreditation, throughout the semester I may collect some of the ungraded texts you produce solely for an assessment of program effectiveness that in no way affects students' course grades or GPAs.

## COURSE OUTLINE

\*(Schedule is flexible and subject to change)

\*(Final Project work-in-progress check-in due dates will be announced on D2L on a weekly basis.)

Week/Topic	ASSIGNED READING	ACTIVITIES/ASSIGNMENTS
<p><b>Week 1</b> <b>(1/13-1/19)</b></p> <p><b>What is qualitative research in AL?</b></p>	<p><b>Textbook: Chapters 1 &amp; 2</b></p> <p><b>Lazaraton, A.</b> (2003). Evaluative Criteria for Qualitative Research in Applied Linguistics: Whose Criteria and Whose Research? <i>Modern Language Journal</i>, 87, 1-12.</p> <p><b>Edge, J. &amp; Richards, K.</b> (1998) May I see your Warrant Please? <i>Applied Linguistics</i>, 19 (3), 334-356. <b>(Optional)</b></p>	<p>Live F2F &amp; Zoom Class Meeting starting at 4:30pm, 1/16 (Lesson 1)</p> <p><b>Reading Posts</b></p> <p><b>Facilitator: Dongmei Cheng</b></p>

<p><b>Week 2</b> <b>(1/20-1/26)</b></p> <p><b>Ethics and Research Writing</b></p>	<p><b>Textbook: Chapter 13&amp;14;</b></p> <p>Riazi et al. (2023) Trustworthiness in L2 writing research;</p> <p><b>SAGE research methods: Project Planner:</b></p> <p><a href="https://methods-sagepub-com.proxy.tamuc.edu/project-planner">https://methods-sagepub-com.proxy.tamuc.edu/project-planner</a></p>	<p>Live F2F &amp; Zoom Class Meeting starting at 4:30pm, 1/23 (Lesson 2)</p> <p><b>Reading Posts</b></p> <p><b>Facilitator:</b></p>
<p><b>Week 3</b> <b>(1/27-2/2)</b></p> <p><b>Narrative Inquiry</b></p>	<p><b>Textbook: Chapter 3</b></p> <p><b>Bell, J. (2002).</b> Narrative inquiry: More than just telling stories. <i>TESOL Quarterly</i>, 36 (2), pp. 207-213.</p> <p><b>Benson, P. (2014).</b> Narrative inquiry in applied linguistics research. <i>Annual Review of Applied Linguistics</i>, 34, 154-170.</p> <p><b>Consoli (2021) Narrative analysis (optional)</b></p> <p><b>Sample Study:</b> Tsui, A. (2007). Complexities of Identity formation: A narrative inquiry of an EFL Teacher. <i>TESOL Quarterly</i> 41 (4): 657-680.</p>	<p>Live F2F &amp; Zoom Class Meeting starting at 4:30 pm, 1/30 (Lesson 3)</p> <p><b>Reading Posts</b></p> <p><b>Facilitator:</b></p>

<p><b>Week 4</b> <b>(2/3-2/9)</b></p> <p><b>Case Study</b></p>	<p><b>Textbook: Chapter 4</b></p> <p><b>Duff, P.A. (2014).</b> Case study research on language learning and use. <i>Annual Review of Applied Linguistics</i>, 34, 233-255.</p> <p><b>Sample Study:</b> Weigle, S. &amp; Nelson, G. (2004). Novice Tutors and their ESL Tutees: Three Case Studies of tutor roles and perceptions of tutorial success. <i>Journal of Second Language Writing</i> 13, 203-225</p>	<p>Live F2F &amp; Zoom Class Meeting starting at 4:30pm, 2/6 (Lesson 4)</p> <p><b>Reading Posts</b></p> <p><b>Facilitator:</b></p>
<p><b>Week 5</b> <b>(2/10-2/16)</b></p> <p><b>Ethnography</b></p>	<p><b>Textbook: Chapter 5</b></p> <p><b>Watson-Gegeo. K. (1988).</b> Ethnography in ESL: Defining the Essentials. <i>TESOL Quarterly</i> 22 (4): 575-592.</p> <p><b>Sample Study:</b> Canagarajah, S. (1993). Critical Ethnography of a Sri Lankan Classroom: Ambiguities in Student Opposition to Reproduction through ESOL. <i>TESOL Quarterly</i>, 27 (4), 601-626</p>	<p>Live F2F &amp; Zoom Class Meeting starting at 4:30pm, 2/13 (Lesson 5)</p> <p><b>Reading Posts</b></p> <p><b>Facilitator:</b></p>

<p><b>Week 6</b> <b>(2/17-2/23)</b></p> <p><b>Action Research</b></p>	<p><b>Textbook: Chapter 6</b></p> <p><b>Burns, A. (2005).</b> Action research: An evolving paradigm? <i>Language Teaching</i>, 38, 57-74.</p> <p><b>Sample study:</b> DelliCarpini, M. (2012). Building computer skills in TESOL teacher education. <i>Language Learning &amp; Technology</i>, 16(2), 14–23. <a href="http://dx.doi.org/10125/44280">http://dx.doi.org/10125/44280</a></p>	<p>Live F2F &amp; Zoom Class Meeting starting at 4:30pm, 2/20 (Lesson 6)</p> <p><b>Reading Posts</b></p> <p><b>Facilitator:</b></p>
<p><b>Week 7</b> <b>(2/24-3/2)</b></p> <p><b>Mixed Methods</b></p>	<p><b>Textbook: Chapter 7</b></p> <p><b>Medhi Riazi, A. &amp; Candlin, C.</b> (2014). Mixed-Methods research in language teaching and learning Opportunities, issues and challenges. <i>Language Teaching</i>, 47 (2): 135-173</p> <p><b>Mirhosseini, S.-A. (2018),</b> Mixed Methods Research in TESOL: Procedures Combined or Epistemology Confused?. <i>TESOL Quarterly</i>, 52, 468-478.</p> <p><b>Sample Study:</b> Derwing, T., Munro, M., &amp; Thomson, R. (2008). A longitudinal study of ESL learners' fluency and comprehensibility development. <i>Applied Linguistics</i>, 29 (3): 359-380.</p>	<p>Live F2F &amp; Zoom Class Meeting starting at 4:30pm, 2/27 (Lesson 7)</p> <p><b>Reading Posts</b></p> <p><b>Facilitator:</b></p>

<p><b>Week 8</b> <b>(3/3-3/9)</b></p>	<p><b>Summary discussion of the qualitative research approaches</b></p> <p><b>Introduction &amp; brainstorming of the final project</b></p>	<p>Live F2F &amp; Zoom Class Meeting starting at 4:30pm, 3/6 (Lesson 8)</p>
<p><b>Spring Break: 3/10-3/14 (NO CLASS)</b></p>		
<p><b>Week 9</b> <b>(3/17-3/23)</b></p> <p><b>Observation</b></p>	<p><b>Textbook: Chapter 8</b></p> <p><b>Sample study:</b> Panova, I. &amp; Lyster, R. (2002). Patterns of corrective feedback and uptake in an adult ESL Classroom. TESOL Quarterly 36 (4): 573-595</p>	<p>No Live F2F &amp; Zoom Class Meeting. Professor attending TESOL convention. Watch recorded lecture (Lesson 9)</p> <p><b>Reading Posts</b></p> <p><b>Facilitator:</b></p>
<p><b>Week 10</b> <b>(3/24-3/30)</b></p> <p><b>Interviews</b></p>	<p><b>Textbook: Chapter 9</b></p> <p>Mann, S. (2011). A critical review of qualitative interviews in applied linguistics. <i>Applied Linguistics</i>, 32 (1), 6-24.</p> <p><b>Sample study:</b> Canagarajah, S. (2008). Language shift and the family: Questions from the Sri Lankan Tamil Diaspora.</p>	<p>Live F2F &amp; Zoom Class Meeting starting at 4:30pm, 3/27 (Lesson 10)</p> <p><b>Reading Posts</b></p>

	Journal of sociolinguistics 12 (2): 143-176	<b>Facilitator:</b>
<b>Week 11</b> <b>(3/31-4/6)</b>  <b>Open-response</b> <b>items in</b> <b>Questionnaires</b>	<b>Textbook: Chapter 10</b>  <b>Sample study:</b> Borg, S. (2009). English Language teacher's conceptions of research. <i>Applied Linguistics</i> 30 (3): 358-388.  <b>Sample study:</b> Cheng, D. (2017). Communication is a two-way street: Instructors' perceptions of student apologies. <i>Pragmatics:</i> <i>Quarterly Publication of the</i> <i>International Pragmatics</i> <i>Association</i> , 27 (1), 1-32.	Live F2F & Zoom Class Meeting starting at 4:30pm, 4/3 (Lesson 11)  <b>Reading Posts</b>  <b>Facilitator:</b>

<p><b>Week 12</b> <b>(4/7-4/13)</b></p> <p><b>Introspective Methods</b></p>	<p><b>Textbook: Chapter 11</b></p> <p><b>Sample study:</b> Cheng, D. (2017). Students' self-perceptions of apologies to instructors, <i>Language Awareness</i>, 26 (4), 261-281.</p> <p><b>Sample study:</b> Gu, P. (2003). Fine Brush ad Freehand: The vocabulary-Learning art of two successful Chinese EFL learners. <i>TESOL Quarterly</i>, 37 (1), 73-104</p> <p><b>Optional Sample study:</b> Bailey, K. (1983). Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies. In H.W. Selinger &amp; M.H. Long (Eds.), <i>Classroom oriented research in second language acquisition</i> (pp. 67-103). Rowley, JA: Newbury House.</p>	<p>Live F2F &amp; Zoom Class Meeting starting at 4:30pm, 4/10 (Lesson 12)</p> <p><b>Reading Posts</b></p> <p><b>Facilitator:</b></p>
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<p><b>Week 13</b> <b>(4/14-4/20)</b></p> <p><b>Discourse Analysis</b></p>	<p><b>Textbook: Chapter 12</b></p> <p><b>Kasper, G. &amp; Wagner, J.</b> (2014). Conversation Analysis in Applied Linguistics. <i>ARAL</i>, 34,171-212.</p> <p><b>Sample Study:</b> Pickering, L. (2001). The role of tone choice in improving ITA communication in the classroom. <i>TESOL Quarterly</i> 35: 233-255.</p> <p><b>Sample Study:</b> Ustunel, E. &amp; Seedhouse, P. (2005). Why that, in that language, right now? <i>International Journal of Applied Linguistics</i>, 15 (3), 302-325.</p>	<p>Live F2F &amp; Zoom Class Meeting starting at 4:30pm, 4/17 (Lesson 13)</p> <p><b>Reading Posts</b></p> <p><b>Facilitator:</b></p> <p><b>Data Analysis Project Due</b></p>
<p><b>Week 14</b> <b>(4/21-4/27)</b></p>	<p><b>In-class final project workshop</b></p>	<p>F2F &amp; Synchronous Zoom meeting</p> <p><b>Proposal &amp; Annotated Articles Due</b></p>

<b>Week 15</b> <b>(4/28-5/4)</b>	<b>In-class final project workshop</b> <b>Q&amp;A for the final project</b>	F2F & Synchronous Zoom meeting <b>Final Presentation Due</b>
<b>Final Project due: Wednesday, 5/7</b>		