Term Information

Effective Term: Spring 2016
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Change name.

What is the rationale for the proposed change(s)?
This course will focus on using qualitative methods in higher education settings and the new course title more accurately reflects the course intent.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Educ Sts: Higher Ed & Stdt Aff
Previous Value: Educ Sts: Qualitative Research
Fiscal Unit/Academic Org: School/Educ Policy&Leadership - D1280
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 7256
Course Title: Qualitative Research in Higher Education Settings
Previous Value: Observing Classroom Instruction
Transcript Abbreviation: Qual Res High Ed
Previous Value: Obs Class Instrtn
Course Description:
This course provides an introduction to the philosophical and epistemological foundations that guide qualitative inquiry, and an overview of the methodologies and methods associated with qualitative research designs appropriate in higher education and student affairs settings.
Previous Value:
Exploration of theoretical frameworks and qualitative methods for observational studies of instruction in classrooms and other educational settings. Relation of classroom research to research on teaching, student groups, and school organization.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 7 Week, 12 Week (May + Summer)
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Seminar
Grade Roster Component: Seminar
Credit Available by Exam: No
Admission Condition Course: No
Prerequisites and Exclusions

Prerequisites/Corequisites
None

Exclusions
Not open to students with credit for EduPL 856.

Cross-Listings

Subject/CIP Code

Subject/CIP Code
13.0406

Previous Value
13.0699

Subsidy Level
Doctoral Course

Intended Rank
Masters, Doctoral, Professional

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details
Course goals or learning objectives/outcomes

- The primary objective and outcome of this course is to develop an understanding of qualitative research methodologies and their philosophical underpinnings and associated methods in higher education settings.
- To understand qualitative research methodologies and their philosophical underpinnings and associated methods.
- To understand the strengths and limitations of various qualitative approaches and the connections between theoretical perspectives, methodologies, and methods.
- To gain experience in developing research questions appropriate to a particular qualitative methodological approach in higher education contexts.
- To gain experience in conducting qualitative research including writing research questions, interviewing and observing, analyzing data, writing up results, and applying criteria for assessing trustworthiness.
- To explore issues involved in conducting qualitative inquiry such as ethics and politics, interpretation and representation, researcher reflexivity, and IRB procedures.
- To reflect critically about the influence of one’s own positionality and standpoint in relation to qualitative inquiry (e.g., power differentials, researching within or outside one’s own identities, framing questions, and interpreting results).
- To think critically about the nature and purpose of qualitative research and one’s perspective on what it means to inquire, as well as to develop skills to critique qualitative research studies.

Previous Value

Content Topic List

- Introduction to Philosophical and Historical Foundations of Qualitative Inquiry
- Philosophical Foundations and Researchers’ Questions; Ethics
- Methodological Overview
- Sampling and Collecting Data: Interviewing and Participant Observation
- Methodological Approaches: Phenomenology and Grounded Theory
- Methodological Approaches: Narrative Inquiry and Ethnography
- Methodological Approaches: Case Study;
- Trustworthiness Criteria
- Analyzing Data and Writing
- Analyzing and Writing Up Results;
- Trustworthiness
- Interpretation and Representation
- IRB;
- Researcher Reflexivity;
- Lessons Learned and Future Directions
Previous Value

- Observational Research
- Participant and non-participant observation
- Classroom and Teaching
- Classrooms and student groups
- Classrooms in the context of School Organization
- Controversies in classroom observation research
- Structured and unstructured observational systems
- Observing Classrooms as Work Systems
- Observing learning in classroom
- Observing the classroom as a material environment

Attachments

- ESQUAL 7256-srj.docx

(Syllabus. Owner: Jones, Susan Robb)

Comments

- revision requested by J. Wheaton so book-listing can be updated (by Odum, Sarah A. on 04/29/2015 03:16 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Jones, Susan Robb</td>
<td>03/26/2015 01:32 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Wheaton, Joe Edward</td>
<td>04/21/2015 04:26 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Removed</td>
<td>Zabloudil, Deborah A</td>
<td>04/29/2015 03:15 PM</td>
<td>Ad-Hoc Approval</td>
</tr>
<tr>
<td>Revision Requested</td>
<td>Odum, Sarah A.</td>
<td>04/29/2015 03:16 PM</td>
<td>College Approval</td>
</tr>
<tr>
<td>Submitted</td>
<td>Wheaton, Joe Edward</td>
<td>04/29/2015 04:33 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Zabloudil, Deborah A</td>
<td>05/27/2015 03:36 PM</td>
<td>Ad-Hoc Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Wheaton, Joe Edward</td>
<td>06/02/2015 04:37 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Odum, Sarah A.</td>
<td>06/02/2015 04:37 PM</td>
<td>College Approval</td>
</tr>
<tr>
<td></td>
<td>Zircher, Andrew Paul</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Warnick, Bryan R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Achterberg, Cheryl L</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What matters is an affirmation of a social world accepting of tension and conflict. What matters is an affirmation of energy and the passion of reflection in a renewed hope of common action, of face-to-face encounters among friends and strangers, striving for meaning, striving to understand. What matters is a quest for new ways of living together, of generating more and more incisive and inclusive dialogues. (Maxine Greene)

From my perspective, acquiring the skill and understanding for conducting qualitative inquiry has three dimensions: reading, reflecting, and doing. Preferably, all three are done simultaneously so that outcomes of each continuously interact. (Corrine Glesne, 2011, Becoming Qualitative Researchers, p. xvi)

COURSE DESCRIPTION

Interest in qualitative research has increased in recent years and holds great potential in developing understanding and insight into significant issues facing educators in higher education and student affairs. This course provides an introduction to the philosophical and epistemological foundations that guide qualitative inquiry, as well as an overview of the methodologies and methods associated with qualitative research designs appropriate in higher education and student affairs. Many research courses, and early qualitative work, focused almost exclusively on methods, without attention to the philosophical traditions and assumptions informing interpretive inquiry. In addition to providing an overview of approaches to qualitative research, students in this course will have an opportunity to apply theories to practice through the design of a qualitative research project. This necessarily requires the interactive and integrative process of reading, reflecting, and doing. It is my intent that the experience of designing a small (and limited) qualitative research project will also enable reflection on who you are as a researcher and an appreciation of the complexities involved in qualitative inquiry. Application of theories to practice will bring to light and expose the interconnections between methodological assumptions and purposes and different elements of the research process, including selecting a topic, developing research questions, selecting participants, developing relationships with participants, understanding methods of data collection, analyzing data, assessing trustworthiness, and
reflecting on interpretive and representational decisions. The goals of the course are for students to learn criteria by which to evaluate contemporary qualitative research and to gain beginning knowledge and skills for designing and conducting qualitative inquiry.

Course Objectives and Learning Outcomes

_Understanding involves intimacy and equality between self and object, while knowing implies separation from the object and mastery over it._ (Belenky et al., 1996, *Women’s Ways of Knowing*, p. 101)

The primary objective and outcome of this course is to develop an understanding of qualitative inquiry. Specific outcomes include:

- To understand qualitative research methodologies and their philosophical underpinnings and associated methods.
- To understand the strengths and limitations of various qualitative approaches and the connections between theoretical perspectives, methodologies, and methods.
- To gain experience in developing research questions appropriate to a particular qualitative methodological approach in higher education contexts.
- To become familiar with the specialized literature and research related to qualitative inquiry in higher education and student affairs contexts.
- To gain experience in conducting qualitative research including writing research questions, interviewing and observing, analyzing data, writing up results, and applying criteria for assessing trustworthiness.
- To explore issues involved in conducting qualitative inquiry such as ethics and politics, interpretation and representation, researcher reflexivity, and IRB procedures.
- To reflect critically about the influence of one’s own positionality and standpoint in relation to qualitative inquiry (e.g., power differentials, researching within or outside one’s own identities, framing questions, and interpreting results).
- To think critically about the nature and purpose of qualitative research and one’s perspective on what it means to inquire, as well as to develop skills to critique qualitative research studies.

Course Expectations

_Attendance—_ Your attendance is very important to the functioning of the entire class and your participation is taken into account in the evaluation of your performance in the course. Absences will be reflected in participation on final grades. If you must be absent from class for reasons of illness or other obligations, please send me an email message or leave a voice-mail message in advance of class. If you miss a class, you will be completely responsible for the material covered and any handouts distributed during that class session.

_Timeliness—_ Please arrive on time for all class meetings. The success of this class necessitates the timely completion of required work. There are a number of assignments in this class, and ones that build upon previous work and include peer review. Getting behind will have serious
consequences for both you and those with whom you are working. Work that is late, without
documented medical excuse or extraordinary circumstances, will need to be discussed with me. Work that is late will be docked one point for each day late.

Active Participation— This is a graduate class and designed for a seminar/workshop format
which depends upon active student engagement and group discussions. As such, preparation
for each class, through completion of each week’s readings and writing, as well as thoughtful
reflection on the topics, is critical to your own learning as well as the learning environment of
the entire class. Active participation means critically reading prior to each class, completing
written assignments, generating and asking questions, and being engaged in class discussions.
Although each of us most likely has a preferred way of learning, it is important to strive to
stretch ourselves and get out of our comfort zones.

Quality of Contributions— Active engagement and participation are important; however,
participation does not mean merely verbal interaction or taking up air time. I recognize that
individual participation is influenced by a range of factors, including learning style.
Participation, therefore, is not based on the frequency of participation, but the quality.
Discussions in class are about learning; not always having the “right” or most profound
comment. I encourage each of you to challenge yourself to contribute as fully as possible.

Civility.* All individuals participating in this course have a responsibility to create and
maintain an environment conducive to learning. A learning-friendly environment is one that is
free of distractions, engages all participants in the learning process, and does not demean or
dehumanize any individual or group. Participants therefore will:

- Arrive on time and remain for the duration of the class.
- Refrain from conducting private conversations in class.
- Refrain from using laptops except to take notes or access class readings; and refrain from
  using cell phones, smart phones, or other devices, texting, or checking email.
- Use appropriate language and behavior that does not demean or dehumanize any person or
group of persons, whether or not such persons are present.
- Show respect of others in the course through listening effectively and responding
  thoughtfully and sensitively.
- Contribute to the learning of one another in the course by being prepared for class and
  engaging in and contributing to the learning in the course.

[* Adapted from statements on civility by Holley Belch and Michael C. Young.]

APA style. All written work must be completed using the Publication Manual of the American

Grading. Grades will be based on the quality completion of all work. All work for the course
must be completed by the end of the semester; no grades of incomplete will be given, except in
cases of extraordinary circumstances. Work that is turned in late, without documentation of a
medical excuse or extraordinary circumstances, will be accepted but docked one point per day late.

Quality of writing, including proper documentation, grammar, and congruence with APA-style, will be taken into account in evaluation of your work. Be sure to carefully proofread and edit all your work.

Academic Integrity

I expect that all of your work will be characterized by academic integrity and honesty. You are encouraged to become familiar with the University's policy on academic dishonesty described in the Student Code of Conduct, as this policy applies to our class as well as to all others. To view the Code of Student Conduct definition of Academic Misconduct, see http://studentaffairs.osu.edu/resource_csc.asp. One aspect of this expectation is that your work will be referenced and documented appropriately. If you have any questions at all about proper documentation, you should talk with me. Any students who violate standards of academic honesty (in written work, research, etc.) will be held accountable through Ohio State’s procedures.

Academic Accommodations for Persons with Disabilities

In both compliance with and in the spirit of the Americans with Disabilities Act (ADA), I would like to work with you if you have a disability that is relevant to your work in this course. If you have a documented disability, and in order to ascertain what academic accommodations need to be provided, please inform me of your needs at the beginning of the semester. The University is legally obligated to provide appropriate accommodations for students with documented disabilities.

Religious Observances

I will be happy to work with you if class meetings or assignments conflict with your religious practices. Please let me know of any anticipated conflicts early in the semester.

COURSE REQUIREMENTS

Required Texts


Additional Required Reading

The following additional articles are required course readings. These are available through Carmen. Those articles identified with an asterisk (*) are those to be utilized for article discussion facilitations (more on this later in the syllabus). A complete listing of these articles follows:


*Engstrom, C. L. (2012). “Yes …, But I was drunk”: Alcohol references and the (re)production of masculinity on a college campus. *Communication Quarterly, 60*, 403-423. [ethnography]


Affairs Practice, 50(2), 152-170. [grounded theory]


*Kezar, A. (2013). Departmental cultures and non-tenure-track faculty: Willingness, capacity, and opportunity to perform at four-year institutions. The Journal of Higher Education, 84, 153-188. [case study]


Course Assignments

*Some set great value on method, while others pride themselves on dispensing with method. To be without method is deplorable, but to depend on method entirely is worse. You must first learn to observe the rules faithfully; afterwards, modify them according to your intelligence and capacity.* (Lu Ch’ai, 1701, *The Tao of Painting*)

Class Participation

As a graduate seminar course, active participation is expected in all class meetings. This requires preparation for each class through reading at enough depth to actively participate in discussions. The success of our mutual learning from one another depends upon preparation and active participation in all aspects of the course and timely completion of required work. **Please pace yourself carefully to meet the expectations of the course.** This is a demanding workload and getting behind will seriously impact your ability to successfully complete the requirements of the course. Work that is late, without documented medical excuse or extraordinary circumstance, will be accepted but docked one point per day late. Similarly, incompletes will not be given except in a case of extraordinary circumstances.

Participation includes active engagement in whole group discussions, small work groups (more about these later), and presentations of your research project. I appreciate the presence of diverse learning styles; and I encourage you to stretch beyond your comfort zone as you think about what you can both learn and contribute from active participation in multiple contexts.

**Researcher Identity-Autobiographical Rendering**—In this introductory essay please explore who you are as a researcher. What are your assumptions about research? What questions are compelling to you and where do your questions come from? What are your beliefs about how we come to know and understand? [This essay should be approximately 3-5 pages in length.]

**Due**: January 14
Article Critique/Methodology Facilitation—This assignment involves the review of one published qualitative article. Selections for this assignment are included in the syllabus and noted on the previously listed required readings with an asterisk (*). *Every student will skim/read each article* but we will divide up the articles to be discussed (in other words all will be familiar with each article but each week several of you will read carefully enough to substantively contribute to discussion about a particular article in relation to how the research is situated in a theoretical perspective, methodological approach, methods, analysis, and clarity of presentation). Please select from the methodological approaches that best fit your experiences and/or interests (methodologically or professionally). If you feel strongly about another approach or article that is not represented here, please check with me; and if you select an article not on the syllabus you must get a copy to all in the class no later than 5 days before the class meets. We will put some organization to your selection to assure that several of you are reading and critiquing (and thus becoming more knowledgeable) about each article and methodological approach.

In addition to writing up your analysis, you will also be asked to discuss it in class so that we will all learn more about each methodological approach. Facilitation will include generating conversation about the way in which the assigned article of that methodology demonstrates (or not) the characteristics of the methodology, as well as how the study is situated in other research elements, including theoretical perspective and methods (sampling, data collection and analysis). Facilitations will be approximately 20 minutes long. The purpose of this assignment is not to simply describe or summarize the study, but instead to critique articles in light of class discussions and readings about how a researcher appropriately designs and conducts a study, presents results, and makes knowledge claims. Please consult Creswell (pp. 53-55) which provides an excellent template to follow in writing an analysis of the article and facilitating discussion about it. Each article review should range between 5-7 pages and must provide enough detail to demonstrate your understanding of the material. A secondary purpose of this assignment is to provide an opportunity for facilitating a discussion with your peers about a particular methodological approach. As such, you should come prepared with an overview of the article but more importantly with good questions to stimulate discussion and demonstrate your knowledge and understanding about the particular methodological approach.

Due: February 11 (phenomenology and grounded theory); February 18 (narrative inquiry and ethnography); and February 25 (case study)

Semester long Inquiry Project**—This assignment will provide you with an opportunity to experience and “test” the concepts and issues discussed in the readings and in class by designing a research project and conducting research. Given the constraints of the semester, I realize that this cannot be a fully developed or implemented study, however, you should plan on spending at least 8 hours “in the field,” conducting a minimum of 2 interviews and 2 observations (this will vary depending on methodological choice but a minimum of 4 data collection activities should be completed). This will provide you with the experiences of developing a purpose statement, research questions, interview questions and observations and conducting initial analyses and interpretations. This project will also enable you to make connections between different methodological approaches and research design. Every step of the research process involves decisions that the researcher must make and justify. Your project will provide you with experience in thinking through these decisions
and developing justifications. In particular, please consider the following in your design:

- Develop a researchable question that is connected to an epistemological or theoretical perspective.
- Identify a methodological approach or strategy of inquiry that fits your research questions (e.g., narrative, phenomenology, grounded theory, ethnography, case study). What guides your decision to select one strategy over another?
- Select specific methods of data collection-why have you selected these methods? What are the benefits and limitations?
- Determine appropriate analytic strategies for analyzing data and developing themes and warrants for those themes-what guides your decisions regarding analysis? How are your analytic strategies connected to your methodological approach?
- Consider the ethical dilemmas faced when engaged in such a project-what ethical issues emerged? How did you resolve these? Why does thinking through ethical issues matter?
- Comment on the significance of this project and implications for future research. Is there a larger purpose your research serves?

*Please note: If you wish to use your research project for the purposes of publication, presentation, or dissemination of any kind beyond this class (such as inclusion in a thesis or dissertation), IRB approval is required. Please be aware that seeking IRB approval takes several weeks at a minimum and most likely will not be consistent with the deadlines and requirements of the class. (In other words, you will get seriously behind in this class if you pursue IRB approval). Also, conducting research suitable for publication takes considerable expertise and time, such that it would be unusual for a project from this class, conducted by those very new to qualitative inquiry to be immediately publishable in a scholarly journal.

Specific assignments include:

- **Project prospectus worksheet**—complete this worksheet which will require you to identify focus of inquiry, statement of purpose, research questions, methodological approach, and plan for collecting data (including a timeline given the due dates on this syllabus). [Due: January 28]
- **Annotated bibliography**—prepare an annotated bibliography of at least five articles that address the focus of your project. You need to know something about your topic and existing research in order to develop good, responsible, and responsive interview questions or observation strategies. [Due: February 4]
- **Draft interview questions**—5 questions—bring copies for in-class use. [Due: February 11]
- **Reflection paper on data collection and analysis to date**—also bring 2 copies of 4 pages of transcript for in-class use. [Due: March 18]
- **Researcher journal**—the journal is an integral component to researcher reflexivity. The research journal is for your own use, to track the changes in your thinking and to record your observations so that you remember them when it comes time to write up your study. In your journal, you should document your thoughts, reactions, surprises, insights, questions, and
challenges throughout the research process—from the first conceptualization of your research questions to the final stages of analysis. Your journal is the place for you to comment on what you see and hear in the data collection phases of your project, as well as to reflect on what you are learning about qualitative inquiry and yourself as a researcher. You should plan on writing entries into your researcher journal on a weekly basis, at a minimum. Include at least a brief reflection after each interview or observation—how did it go, how “on” were you, what did you notice, what would you do differently, what do you want to remember? Entries will likely get longer as you get further into your research and the semester. Your researcher journal will be turned in with your final project. [Due: April 18]

- **Participation in a small inquiry group** in which each of you will have the opportunity to test your ideas, ask questions, and discuss the challenges and ambiguities inherent in qualitative inquiry. This component of the class is modeled after the practice of “peer debriefing” and is a procedure used in qualitative research. This will enable you to receive support and guidance from others, while also sharpening your analytic skills as a researcher.

- **Peer review**—each of you will receive the final project of another student for review and feedback. This will provide each of you with the opportunity to both demonstrate your understanding of the material and ability to provide constructive feedback as well as to receive constructive feedback that you can then incorporate into your final report. Again, Creswell’s template (pp. 53-55) will be helpful to you. Please note that timeliness on this assignment is imperative as the feedback you provide (and receive) will enable each of you to improve on your final report. [Due: Draft project reports will be exchanged on March 25 (please note that this gives you 2 weeks to complete the peer review—this is due to ACPA and not holding class on the 1st. You may make arrangements with your reviewer to submit your draft sometime between March 25th and April 1st, but you must provide your reviewer with a minimum of a week to complete this assignment) and peer reviews are to be returned on April 8th; provide me with a copy of your peer review and the draft you reviewed as well as copies to be returned to the person whose paper you reviewed].

- **Final project report**—This paper is the outcome of a semester’s worth of work on your particular inquiry focus. Your paper should include citations to the readings and must include sections that address the following: (1) purpose of your study, introduction to your topic and what drew you to your topic (this would include your brief literature review to situate the importance of your topic); (2) research questions; (3) description of the epistemological assumptions that guide your design and how they are consistent with your purpose statement and research questions; (4) discussion of your methodology, why you chose it, and its benefits and limitations; (5) description of data collection and analysis methods and how they are consistent with your epistemology and methodology, as well as the strengths and limitations of the methods you used, including what you would do differently if you had more time and this was a thorough research project; (6) results and interpretations, including limitations of your findings; (7) implications for future research and practice; and (8) a final reflective section on what you have learned as a researcher from this project and about the ethics and politics of qualitative inquiry. This paper would be difficult to write well in under 15-20 pages. A guideline to use is 5-6 pages for sections 1-4 and 10-12 pages for sections 5-8. [Due: by noon on Friday April 18th]

- **Presentation of your project**—in the format of a scholarly presentation at a national
conference, prepare a 15 minute presentation of your project (5 minutes will be added per person for questions). The last class will be devoted to your sharing what you have learned from your research project with your peers. Given the size of the class we may need to utilize creative strategies for this to take place, which we will discuss as the semester proceeds. Nonetheless, each of you will prepare a 1-2 page executive summary of your work which you will distribute to your classmates. Additional guidelines will be provided but suffice it to say that an entire semester’s worth of work cannot fit within a 15 minute time block without careful planning and a well-organized format that conveys the most important and meaningful material. [Due: April 15th]

Evaluation and Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autobiographical Narrative</td>
<td>5%</td>
</tr>
<tr>
<td>Article Critique</td>
<td>15%</td>
</tr>
<tr>
<td>Inquiry Project:</td>
<td>80%</td>
</tr>
<tr>
<td>• Prospectus worksheet</td>
<td>(5)</td>
</tr>
<tr>
<td>• Annotated bibliography</td>
<td>(5)</td>
</tr>
<tr>
<td>• Data collection reflection</td>
<td>(5)</td>
</tr>
<tr>
<td>• Peer review</td>
<td>(15)</td>
</tr>
<tr>
<td>• Researcher Journal</td>
<td>(10)</td>
</tr>
<tr>
<td>• In class work</td>
<td>(5)</td>
</tr>
<tr>
<td>• Final paper</td>
<td>(25)</td>
</tr>
<tr>
<td>• Presentation-executive summary</td>
<td>(10)</td>
</tr>
</tbody>
</table>

100
# Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus</th>
<th>Reading and Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: January 7</td>
<td>Introduction to the Course: Review Syllabus and Requirements, and Introductory Discussion of Philosophical and Historical Foundations of Qualitative Inquiry</td>
<td></td>
</tr>
<tr>
<td>Week 2: January 14</td>
<td>Introduction to Philosophical and Historical Foundations of Qualitative Inquiry</td>
<td>Reading: Jones, Torres, &amp; Arminio (JTA)-chapter 1; Creswell-chapter 2; articles-Luttrel; Demerath; Quaye (2007) Due: Autobiographical Rendering</td>
</tr>
<tr>
<td>Week 3: January 21</td>
<td>Philosophical Foundations and Researchers’ Questions; Ethics-part I Question Set # 2 worksheet Sign up for Article Critiques</td>
<td>Reading: JTA-chapter 8; Creswell-chapters 3 &amp; 6; articles-Jones (2002); Patton &amp; Catching; Strayhorn</td>
</tr>
<tr>
<td>Week 4: January 28</td>
<td>Methodological Overview Question Set # 3 worksheet</td>
<td>Reading: JTA-chapters 3 &amp; 4; Creswell-chapter 4, pp. 121-125; 190-191 Due: Project prospectus worksheet</td>
</tr>
<tr>
<td>Week 5: February 4</td>
<td>Sampling and Collecting Data: Interviewing and Participant Observation</td>
<td>Reading: JTA-chapter 5 &amp; 6; Creswell-chapter 7; articles— Jacob &amp; Furgerson; Baxter Magolda &amp; King; Josselson</td>
</tr>
<tr>
<td>Week</td>
<td>Methodological Approaches</td>
<td>Reading</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Week 6: February 11</td>
<td>Methodological Approaches: Phenomenology and Grounded Theory</td>
<td>Creswell-pp.76-83; 83-90; 193-197; revisit JTA pp. 76-82; pp.88-93); articles-Rockenbach, Walker, &amp; Luzader; Rumann &amp; Hamrick; Edwards &amp; Jones; Hoffman &amp; Peña</td>
</tr>
<tr>
<td>Week 7: February 18</td>
<td>Methodological Approaches: Narrative Inquiry and Ethnography</td>
<td>Creswell-pp. 70-76; 90-96; 189-193; 197-199; revisit JTA pp. 82-87; pp. 98-104; articles-Brooks, Arnold &amp; Brooks; Enke, Winters, &amp; Ropers-Huilman; Engstrom; Magolda &amp; Ebben Gross</td>
</tr>
<tr>
<td>Week 8: February 25</td>
<td>Methodological Approaches: Case Study; Trustworthiness Criteria</td>
<td>Creswell-pp. 97-102; 199-201; JTA-revisit pp. 93-98, chapter 2; articles-Jones, Rowan-Kenyon, Ireland, Niehaus, &amp; Skendall; Kezar</td>
</tr>
<tr>
<td>Week 9: March 4</td>
<td>Analyzing Data and Writing</td>
<td>JTA-chapter 7; Creswell-chapter 8; article-Glesne (chapter 7 from her</td>
</tr>
<tr>
<td>Week 10: March 11</td>
<td>Spring Break</td>
<td>Keep reading and working on your project!</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>------------------------------------------</td>
</tr>
</tbody>
</table>
| Week 11: March 18 | Analyzing and Writing Up Results; Trustworthiness-Part II | **Reading:** Creswell-chapter 9 & 10  
**Due:** Data collection and analysis reflective essay + transcripts |
| Week 12: March 25 | Interpretation and Representation | **Reading:** Creswell-chapter 11; articles-Merchant; Zurita; Duster; Fine; Abes  
**Due:** Draft project reports to be exchanged with peer |
| Week 13: April 1 | ACPA (2014) | Keep reading and working; attend ACPA sessions based upon qualitative projects! |
| Week 14: April 8 | Ethics- Part II; IRB; Researcher Reflexivity; Lessons Learned and Future Directions | **Reading:** Revisit JTA-chapter 8, read chapter 9; article Magolda & Weems;  
Review The Ohio State University website on IRB, human subjects, and informed consent [http://orrp.osu.edu/irb/](http://orrp.osu.edu/irb/)  
**Due:** Peer review |
| Week 15: April 15 | Presentation of Research Projects | **Due:** Project presentation and executive summary |
| Week 16: | Exam Week | **FINAL PROJECT REPORT and researcher journal DUE Friday April 18** by noon |
Helpful Resources

Selected journals in which to find qualitative studies:

- American Sociologies
- Annual Review of Anthropology
- Anthropology and Education Quarterly
- Anthropological Quarterly
- Canadian Review of Sociology and Anthropology
- Collaborative Inquiry
- Cultural Anthropology
- Critical Inquiry
- Cultural Studies
- Disability Studies Quarterly
- Educational Researcher
- Ethnic and Cultural Diversity
- Equity & Excellence in Education
- Gender and Society
- International Journal of Qualitative Studies in Education (QSE)
- Journal of Anthropological Research
- Journal of College Student Development
- Journal of Contemporary Ethnography
- Journal of Counseling and Development
- Journal of Counseling Psychology
- Journal of Curriculum Studies
- Journal of Gay and Lesbian Issues in Education
- Journal of General Education
- Journal of Higher Education
- Journal of LBGT Youth
- Journal of Multicultural Counseling
- Journal of Student Affairs Research and Practice
- Michigan Journal of Community Service Learning
- The Negro Educational Review
- Psychiatric Rehabilitation Journal
- Qualitative Inquiry
- Qualitative Sociology
- Qualitative Studies in Education
- Review of Higher Education
- Social Problems
- Studies in Symbolic Interaction
- Sociological Quarterly
- Teachers College Record
Women’s Studies International Forum

**Additional Recommended Texts**


Denzin, N. K., & Giardina, M. D. (2007). (Eds.), *Ethical futures in qualitative research: Decolonizing the politics of knowledge*. Walnut Creek, CA: Left Coast Press.


University Press.


Merriam, S. B. & Associates (2002). *Qualitative research in practice: Examples for discussion and


[January, 2014]