



Contact: Steven Camicia, Associate Professor in TEAL

Cell Phone: (801) 518-3193. **Please do not contact me through Canvas.** Please email me at: steven.camicia@usu.edu I check my email a few times a day except for on weekends.

Office: Education Building, Room 390

Office Hours: By appointment (Please feel free to phone or email me at the last minute for an appointment).

Course Website: Our class's Canvas website.

Class Time: Thursdays from 4:30-7:15 PM in room 006 in Lillywhite Building.

Course Description:

Introduction to qualitative research, including foundations; research designs and strategies of inquiry (case studies, ethnography, phenomenology, grounded theory, biographical, historical, participative inquiry); sampling; fieldwork and data collection; and analysis.

IDEA Objectives

This involves:

- 1. Learning fundamental principles, generalizations, or theories.**
- 2. Learning to apply course materials (to improve rational thinking, problem solving and decisions).**
- 3. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.**

Required Texts

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). London: Sage, 69-110.

All other readings are posted on our class's Canvas website. You are expected to print the posted articles or have them on your portable computer and bring them to class on the dates listed on the Class Schedule. Many of the readings will be added depending upon your needs and interests. We will have all readings available at least one week before they are due to be read.

Classroom Environment:

When voices are marginalized or shut out of the conversation, scientific communities suffer because discovery thrives upon inclusion. If you are a person who enjoys sharing in groups, we value your comments very much, but please provide the space for others to share their comments as well. If you are a person who is apprehensive about commenting in group settings, please share your ideas. For our democratic and scientific community to work, we must support each other in creating a safe environment to share our ideas even though we might disagree at times. The expression of such differences and the search for common ground is at the heart of democracy and research in our multicultural and global communities. *Out of courtesy to your classmates and I, please don't use any electronic devices in ways besides those used for class purposes.*

Written Assignments:

Writing is a powerful form of communication. Writing standards help us better understand each other. Please observe writing standards and conventions. In addition, the following qualities apply to **all** written assignments: **APA 6th edition** must govern your style, format, and references. This includes such elements as a cover page, abstract, and running heads on all pages. Please refer to your APA 6th addition manual. I will not accept your work if it does not conform to APA 6th edition. Assignments are to be submitted in **Microsoft Word** file format. I will provide comments in the tracked changes function of Microsoft Word. Other file formats will not be accepted. Assignments must be **double-spaced**, in **Times New Roman 12pt.** font, and have **1" in all margins.**

Late Work:

Because the progression of our assignments is bound by a fairly rigid process that is time sensitive, **no late work will be given credit without documentation of an emergency.** Even if credit is not given to late work, most assignments still need to be completed because future steps in the process require them. Our Canvas website will not accept work that is posted past the due date and time.

Assignments:

ALL WRITTEN ASSIGNMENTS WILL BE POSTED TO CANVAS IN THE DISCUSSION BOARD SECTION AS BOTH TEXT ON THE BOARD AND AN ATTACHED WORD FILE. Everyone in our seminar will be able to access all of your writing. We can learn from each other through each other's work.

I. Attendance and Participation: (10% of final grade).

Each class is a laboratory where we explore qualitative research paradigms and construct knowledge about how we can become better qualitative researchers. We learn from each other in ways that we cannot learn independent of each other. For this reason, attendance and participation are considered assignments. You must document an emergency in order for your absence to be excused. Each absence will translate to a 1-point deduction from the 100 possible points of the course.

II. Annotated Bibliography and Presentation: (30% of final grade; letter grade)

Locate eight sources in scholarly journals or methodology texts that inform and align with your epistemological lens, methodology, and methods. Write an annotated bibliography containing a four-sentence summary/description of each source. Present on your methodology to our class. Please do not use PowerPoint. Your presentation should be in the form of a discussion that last

between 10-15 minutes. You will sign up for one of the sessions after the annotated bibliography due date. We will attempt to choose a week that aligns your topic and the topic/s of the week you present.

III. Outline of Qualitative Research Proposal: (30% of final grade; credit/no-credit)

Write an outline for your qualitative research proposal (Between 2-3 pages, excluding references). For guidance on and an outline for your proposal, please refer to the outlines on pages 61-63 of Creswell (2013). Your proposal can vary from these outlines. They are examples used for illustration.

V. Final Draft of Qualitative Research Proposal: (30% of final grade; letter grade)

Based upon my comments on the first draft of your research proposal and additional information, make necessary revisions to your proposal. Base your final proposal upon the outline from Glesne (2006), which is located with a link near the bottom of our home page. Your proposal should follow APA 6th edition guidelines and include a title page and abstract. The proposal should be between 18-20 pages in length (excluding the title page, abstract page, and reference pages). Each section of the proposal should reference relevant literature.

VI. CITI-Collaborative Institutional Training Initiative (Credit/no-credit)

You are required to complete a course on the legal and ethical issues involved with doing research with human subjects. You cannot complete our course without completing the CITI training. You can do the course in sections. The total length of time to complete the course is between, approximately, four to six hours. Evidence of you completing the course is due before the last class period. I will check the list on the IRB website to confirm that you have completed the course. You do not have to send me anything for verification.

1. Go to <https://www.citiprogram.org/default.asp>
2. Click the “Register Here” button.
3. Your name will be added to a publically available list on the IRB website.

Class Schedule

Session	In Class Topic:	Readings/Assignments Due *Additional readings will be assigned throughout the semester
January 12	-Course Introductions. -Introductions. -Research Paradigms and Qualitative Research. -Introduction to the Qualitative Research Proposal.	
January 19 2	-Epistemology and Theoretical Lenses/Theoretical Framework/Theoretical	Creswell, J. W. (2013)-Chapter 1 Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln

	Perspective	<p>(Eds.), <i>The SAGE handbook of qualitative research</i> (3rd ed., pp. 191-215). Thousand Oaks: Sage Publications.</p> <p>Koro-Ljungberg, M., Yendol-Hoppey, D., Smith, J. J., & Hayes, S. B. (2009). (E)pistemological awareness, instantiation of methods, and uniformed methodological ambiguity in qualitative research projects. <i>Educational Researcher</i>, 38(9), 687-699.</p>
January 26 3	-Continuation of Prior Session Topics -Grounded Theory	<p>Creswell, J. W. (2013) Chapter 2</p> <p>Charmaz, K. (2006). <i>Constructing grounded theory: A practical guide through qualitative analysis</i>. Thousand Oaks, CA: Sage Publications Inc, 1-12.</p> <p>Corbin, J., & Strauss, A. (2008). <i>Basics of qualitative research: Techniques and procedures for developing grounded theory</i>. Thousand Oaks, CA: Sage Publications, Inc, 143-157.</p>
February 2 5	-Designing Qualitative Research -Five Approaches To Qualitative Research (These are examples- There are many, many more approaches) -Qualitative Research Proposal	<p>Creswell, J. W. (2013) Chapter 3</p> <p>Creswell, J. W. (2013) Chapter 4</p> <p>Schram, T. H. (2006). <i>Conceptualizing and proposing qualitative research</i> (2nd ed.). Upper Saddle River, NJ: Pearson Education, 150-178.</p>
February 9 6	-Five Different Qualitative Studies -Interview Strategies -Participant Observation --Ethnography	<p>Annotated Bibliography Due</p> <p>Creswell, J. W. (2013) Chapter 5</p> <p>LeCompte, M. D., & Schensul, J. J. (2010). <i>Designing and conducting ethnographic research</i>. New York: AltaMira Press, 1-34.</p> <p>Mishler, E. G. (1986). <i>Research interviewing: Context and narrative</i>. Cambridge, MA: Harvard University Press, 66-135.</p> <p>DeWalt, K. M., & DeWalt, B. R. (2011). <i>Participant observation: A guide for fieldworkers</i>. New York: AltaMira Press, 19-66; 79-97.</p>
February 16 7	-Introducing and Focusing the Study -Phenomenology	<p>Creswell, J. W. (2013) Chapter 6</p> <p>Schmicking, D. (2010). A toolbox of phenomenological methods. In S. Gallagher & D. Schmicking (Eds.), <i>Handbook of phenomenology and cognitive science</i> (pp. 35-55). New York: Springer.</p> <p>Bredahl, A.-M. (2013). Sitting and watching the</p>

		<p>others being active: The experienced difficulties in PE when having a disability. <i>Adapted physical activity quarterly</i>, 30, 40-58.</p> <p>Zabloski, J., & Milacci, F. (2012). Gifted dropouts: Phenomenological case studies of rural gifted students. <i>Journal of Ethnographic and Qualitative Research</i>, 6, 175-190.</p>
February 23 8	-Data Collection -Case Study	<p>Creswell, J. W. (2013) Chapter 7</p> <p>Yin, R. K. (2003). <i>Case study research: Design and methods</i> (3rd ed.). Thousand Oaks, CA: Sage Publications, 19-56.</p>
March 2 9	-Data Analysis and Representation -Archival Strategies Content Analysis	<p>Creswell, J. W. (2013) Chapter 8</p> <p>Krippendorff, K. (2004). <i>Content analysis: An introduction to its methodology</i> (2nd ed.). Thousand Oaks, CA: Sage, 15-17; 36-38; 191-210.</p> <p>Bock, M. A. (2009). Impressionistic content analysis. In K. Krippendorff & M. A. Bock (Eds.), <i>The content analysis reader</i> (pp. 38-41). Thousand Oaks, CA: SAGE Publications, Inc.</p> <p>Sims, R. L. (2009/1997). Gender equity in management education: Inferences from test bank questions. In K. Krippendorff & M. A. Bock (Eds.), <i>The content analysis reader</i> (pp. 328-332). Thousand Oaks, CA: SAGE Publications, Inc.</p> <p>Camicia, S. P. (2009). Identifying soft democratic education: Uncovering the range of civic and cultural choices in instructional materials. <i>The Social Studies</i>(May/June), 136-142.</p>
March 6-10	Spring Break	
March 16 10	-Writing a Qualitative Study	<p>Outline of Qualitative Proposal Due</p> <p>Creswell, J. W. (2013) Chapter 9</p>
March 23 11	-Standards of Validation and Evaluation -Discourse Analysis	<p>Creswell, J. W. (2013) Chapter 10</p> <p>Fairclough, N. (2003). <i>Analyzing discourse: Textual analysis for social research</i>. London: Routledge, 123-133; 191-211.</p>
March 30 12	-Qualitative Software -Action Research	<p>Creswell, J. W. (2013) Chapter 11</p> <p>https://www.youtube.com/watch?v=SgY0MNdKVwM</p>
April 6 13	-Critical Ethnography	<p>Madison, D. S. (2005). <i>Critical ethnography: Method, ethics, and performance</i>. Thousand Oaks, CA: Sage Publications, Inc, 43-78.</p>

April 13 14	No Class	No Class-Post Rough draft of proposal to Canvas and comment on another person's proposal
April 20	Presentations	10-minute presentation and 5 minutes questions.
Thursday, May 4 Final Draft of Qualitative Research Proposal Due by 4:30 p.m.		
May 4- CITI Course Completed		

USU Policy and Procedures

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities: <http://personnel.usu.edu/policies/403.htm>.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students. The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII. Grievances, pages 25-30).

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Students with Disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Course Fees

Courses that utilize course fees are required to identify the amount of the course fee and explain the purpose of the course fee on the syllabus given to students. Course fee information not included on the syllabus will result in the course fee automatically being deleted.