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EPRS 8520
Qualitative Research in Education III

3 Credit Hours

CRN: 86913

Pre-requisites: EPRS 8510

Georgia State University

Fall 2009

Thursdays 4:30-7:00

Sparks 425

Instructor: Dr. Jennifer Esposito
Department: Educational Policy Studies
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Office hours: By appointment

Catalogue Course Description:

(Pre-requisite: EPRS 8510). This is the third course in a sequence of three courses (including EPRS 8500 and EPRS 8510) designed to provide theoretical and practical understandings of qualitative research. This course provides students the chance to expand fieldwork skills and increase their theoretical understanding of qualitative methods and methodology.

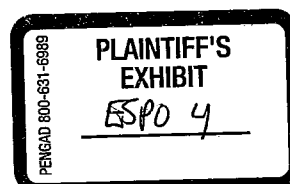
Syllabus Course Description:

This course is third in a sequence of three. It will provide students the chance to expand fieldwork skills and increase their theoretical understanding of qualitative methods and methodology. Students will continue to engage in hands-on research in the field. Students will further explore the constant comparison method, interpretive phenomenological analysis, narrative analysis, and discourse analysis. Students will also explore qualitative data analysis computer programs.

Course Goals:

1. Students will understand the potential benefits and limits to various qualitative methods.
2. Students will be able to design and conduct a qualitative study.
3. Students will be proficient at collecting and analyzing qualitative data.
4. Students will become cognizant of some of the methodological challenges embedded in conducting qualitative research.
5. Students will become familiar with qualitative data analysis computer programs.

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Required Texts:

Grbich, Carol. (2007). *Qualitative Data Analysis: An Introduction*. Thousand Oaks, CA: Sage Publications.

Saldaña, Johnny. (2009). *The Coding Manual for Qualitative Researchers*. Thousand Oaks, CA: Sage Publications.

Additional course readings available on online library reserve.

Course Assignments:

Class Participation and Attendance (10 points):

It is my expectation that you will attend every class. In the event of an absence or tardiness, you should notify me as soon as possible and also expect to be responsible for getting the materials and information relevant to the missed class from your peers. Should you miss more than one course meeting or be late more than once, you can expect your course grade to be lowered.

This course assumes that all students have something valuable to contribute to the construction of our learning. I expect that students will come to class having read and reflected on the assigned material. Reading the assigned material means that you will have underlined, highlighted or made notes in the margins of particular passages that are important to you. Reflecting on the text means that you will come to class prepared with comments and/or questions about what you have read. Though I assess the quality of student comments more than the quantity, you should still expect to be an active participant in both large and small group discussion.

Research-Group Assignments (20 points):

- **Research Proposal (5 points):** This should be a concise (1 page) description of the research you intend to use and/or complete for this course.
- **Fieldnote comments (15 points):** You will read and comment on three sets of fieldnotes for each of your group members.

Fieldnotes (10 points each):

Students should complete 3 fieldnotes. Participant observation fieldnotes should be in the form of a narrative and should be documented immediately after visiting your site. Tape recorded interviews/focus groups should be transcribed and submitted as fieldnotes. Document analysis fieldnotes should include interpretations and specific examples from texts you are analyzing. Fieldnote 1 will be submitted for a grade. Of fieldnotes 2 and 3, you will choose which one will be submitted for a grade. However, you will need to complete 3 fieldnotes to satisfy course requirements.

Methodological Memo (10 points)

1. The memo should address an issue regarding your role as a researcher.

Analytical Memos (10 points each):

Four memos should be submitted. Memo topics should be as follows:

1. The first memo should address a rationale for your choice of data analysis.
2. The second memo should pose (and attempt to answer) generative questions about your data.
3. The third memo should be written during initial data analysis and should address emerging themes and/or where you see your data going.
4. The fourth memo should examine your process of data analysis.

<i>Assignments</i>	<i>Course Points</i>
Attendance/Participation	10 points
Research-Group Assignments	20 points
Fieldnotes	20 points (10 points each)
Memos	50 points (10 points each)
Total	100 points

Grading:

94-100 A
90-93 A-
87-89 B+
84-86 B
80-83 B-
77-79 C+
74-76 C
70-73 C-
67-69 D+
64-66 D
60-63 D-
<60 F

Late work will be penalized by 10% each day past the due date. I will not accept work more than 5 days late.

Policy on Academic Honesty:

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The University assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work (University Senate, 1994).

Course Schedule

DATE	TOPIC	ASSIGNMENTS
8/20	Introduction to Course	
8/27	Foundations of Qualitative Research	<p>Grbich 1-36</p> <p>Corrine Glesne, (2006). <i>Becoming Qualitative Researchers</i>. Boston: Allyn & Bacon. (Chapter 1)</p> <p>Norman Denzin and Yvonna Lincoln. (2003). Introduction: The Discipline and Practice of Qualitative Research. <i>Collecting and Interpreting Qualitative Materials, second edition</i>. Thousand Oaks, CA: Sage.</p>
9/03	Qualitative Inquiry	<p>Saldaña 1-44</p> <p>St Pierre, Elizabeth Adams and Roulston, Kathryn. (2006). The state of qualitative inquiry: a contested science. <i>International Journal of Qualitative Studies in Education, 19(6)</i>, 673-684.</p> <p>Preissle, Judith. (2006). Envisioning qualitative inquiry: A view across four decades. <i>International Journal of Qualitative Studies in Education, 19(6)</i>, 685-695.</p> <p>Research Proposal Due</p>
9/10	Ethnographic Analysis Coding	<p>Saldaña 45-148</p> <p>Nukaga, Misako. (2008). The underlife of kids' school lunchtime: Negotiating ethnic boundaries and identity in food exchange. <i>Journal of Contemporary Ethnography, 37</i>, 342-380.</p>

9/17	Grounded Theory Analysis	<p>Grbich 37-83</p> <p>Saldaña 149-184</p> <p>Charmaz, Kathy. (2006). Coding in Grounded Theory Practice (Ch 3) and Memo Writing (Ch 4). <i>Constructing grounded theory: A practical guide through qualitative analysis</i>. Thousand Oaks, CA: SAGE.</p> <p>Qin, Dongxiao & Lykes, M. Brinton. (2006). Reweaving a fragmented self: A grounded theory of self-understanding among Chinese women students in the United States of America. <i>International Journal of Qualitative Studies in Education</i>, 19(2), 177-200.</p>
9/24	Phenomenological Analysis	<p>Grbich 84-94</p> <p>Eatough, Virginia and Smith, Jonathan. (2006). 'I was like a wild wild person': Understanding feelings of anger using interpretative phenomenological analysis. <i>British Journal of Psychology</i>, 97, 483-498.</p> <p>Millward, Lynne J. (2006). The transition to motherhood in an organizational context: An interpretative phenomenological analysis. <i>Journal of Occupational and Organizational Psychology</i>, 79, 315-333.</p> <p>Fieldnotes 1 Due</p>

9/24	Narrative Analysis	<p>Grbich 124-135</p> <p>Zine, Jasmin. (2006). Unveiled sentiments: Gendered islamophobia and experiences of veiling among Muslim girls in a Canadian Islamic school. <i>Equity & Excellence in Education</i>, 39, 239-252.</p> <p>Court, Marian. (2004). Using narrative and discourse analysis in researching co-principalships. <i>International Journal of Qualitative Studies in Education</i>, 17(5), 579-603.</p> <p>Souto-Manning, Mariana & Ray, Nichole. (2007). Beyond survival in the ivory tower: Black and Brown women's living narratives. <i>Equity & Excellence in Education</i>, 40(4), 280-290.</p> <p>Analytical Memo 1 Due</p>
10/01	Work Day	Collect Data
10/08	Conversation Analysis, Discourse Analysis	<p>Grbich 136-154</p> <p>Baxter, Judith. (2002). Competing discourses in the classroom: A post-structuralist discourse analysis of girls' and boys' speech in public contexts. <i>Discourse & Society</i>, 13(6), 827-842.</p> <p>Rogers, Rebecca. (2002). Through the eyes of the institution: A critical discourse analysis of decision making in two special education meetings. <i>Anthropology & Education Quarterly</i>, 33(2), 213-237.</p> <p>Smith, Angela. (2006). Paddington bear: A case study of immigration and otherness. <i>Children's Literature in Education</i>, 37(1), 35-50.</p> <p>Analytical Memo 2 Due</p>
10/15	Work Day	Collect Data

10/22	Content Analysis, Visual Analysis	<p>Grbich 111-123, 155-169</p> <p>Mukherjee, Roopali. (2006). The ghetto fabulous aesthetic in contemporary Black culture. <i>Cultural Studies</i>, 20(6), 599-629.</p> <p>Brown, Stephanie; Shriberg, David, and Wang, Aimin. (2007). Diversity research literature on the rise? A review of school psychology journals from 2000 to 2003. <i>Psychology in the Schools</i>, 44(6), 639-650.</p> <p>Esposito, Jennifer. & Love, Bettina. (2008). The Black lesbians are White and the studs are femmes: A cultural studies analysis of the L Word, Season One. <i>Gender Forum</i></p> <p>Fieldnotes 2 and 3 Completed</p>
10/29	Negotiating the Self	<p>Grbich 95-107</p> <p>Ellis, Carolyn. (2007). Telling secrets, revealing lives: Relational ethics in research with intimate others. <i>Qualitative Inquiry</i>, 13(3), 3-29.</p> <p>Wesely, Jennifer. (2006). Negotiating myself: The impact of studying female exotic dancers on a feminist researcher. <i>Qualitative Inquiry</i>, 12(1), 146-162.</p> <p>Warren, Carol. (2000). Writing the other, inscribing the self. <i>Qualitative Sociology</i>, 23(2), 183-199.</p> <p>Methodological Memo Due</p>

11/05	Online Class	Fieldnotes Comments Due
11/12	Semiotic Analysis, Poststructural Analysis	<p data-bbox="867 441 1032 472">Grbich 170-181</p> <p data-bbox="867 504 1338 651">Kaufmann, Jodi. (2007). Transfiguration: A narrative analysis of male-to-female transsexual. <i>International Journal of Qualitative Studies in Education</i>, 20(1), 1-13.</p> <p data-bbox="867 682 1321 808">Lafferty, Yvonne and McKay, Jim. (2004). 'Suffragettes in satin shorts'? Gender and competitive boxing. <i>Qualitative Sociology</i>, 27(3), 249-276.</p> <p data-bbox="867 840 1296 955">Albin, Drema Dial. (2006). Making the body (w)hole: A semiotic exploration of body modifications. <i>Psychodynamic Practice</i>, 12(1), 19-35.</p> <p data-bbox="867 987 1189 1039">Analytical Memo 3 Due Revised Fieldnote 2 or 3 Due</p>
11/19	Mixed Methods Analysis; Computer Analysis	<p data-bbox="867 1039 1131 1071">Grbich 195-204, 225-235</p> <p data-bbox="867 1102 1040 1134">Saldaña 185-192</p> <p data-bbox="867 1165 1329 1375">Onwuegbuzie, Anthony J. and Teddlie, Charles. (2003). A framework for analyzing data in mixed methods research. In Abbas Tashakkori and Charles Teddlie (Eds.), <i>Handbook of Mixed Methods in Social and Behavioral Research</i>. Thousand Oaks, CA: SAGE.</p> <p data-bbox="867 1407 1329 1554">Creswell, John W. and Plano Clark, Vicki L. (2007). Analyzing data in mixed methods research. In <i>Designing and conducting mixed methods research</i>. Thousand Oaks, CA: SAGE.</p> <p data-bbox="867 1585 1123 1617">Analytical Memo 4 Due</p>

11/26	HOLIDAY	
12/03	Theoretical Frameworks Writing it Up	<p>Grbich 185-194, 205-222</p> <p>Anfara, Vincent and Mertz, Norma. (2006). <i>Theoretical frameworks in qualitative research</i>. Thousand Oaks, CA: Sage. (Introduction, Chapter 2, Conclusion).</p> <p>Edmonson, Stacey and Irby, Beverly. (2008). <i>Ten tips for producing a top qualitative research study</i>. Boston: Pearson Education, Inc. (Tip #4)</p>

The course syllabus provides a general plan for the course; deviations may be necessary.