

**Instructor:** Nicole Leach  
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*(NOTE: Use email for best contact)*

**Course Description:** EDF 9453 is an introduction to qualitative research, including theoretical considerations and applied methods, techniques, and analysis of field-based educational research.

**Course Overview/Objectives:**

The aim of this course is to help students acquire skills in preparation for engaging in qualitative research. The course is organized around a series of class discussions and writing assignments. It is designed with flexibility so that you will be able to craft a small-scale study that will suit your own academic and professional needs. The workload in the course is heavy.

By the end of the semester, students will:

- Identify and explain the range of problems addressed by qualitative research.
- Examine ethical dilemmas and issues particularly related to qualitative research.
- Conceive and design a qualitative study based on literature review.
- Learn the basics of various applied methods and techniques, including, but not limited to, observation, interviews, document analysis, and unobtrusive measures.
- Critique each other's work constructively.

**Required Materials**

Glesne, C. (2016). *Becoming qualitative researchers : An introduction*. Boston: Pearson.

American Psychological Association (2009). *Publication manual of the American Psychological Association (6<sup>th</sup> Ed.)* – For more info and resources on APA Style: <http://www.apastyle.org/>

Additional required readings are all available in Blackboard.

### Course Assignments and Grading

<i>Assignments</i>	<i>Points</i>	<i>Due Date</i>
Engagement	10	
Draft Critical Literature Review	10	Sept 30 <sup>th</sup>
Mid-term Exam: Final Critical Literature Review	30	Oct 7 <sup>th</sup>
Human Subjects Assurance Training	10	Nov 4 <sup>th</sup>
Draft IRB Application	10	Nov 18 <sup>th</sup>
Final Exam: Final IRB Application	30	Dec 4 <sup>th</sup>
<i>Total:</i>		100

All assignments are due to **Blackboard** at **11:59pm** the due dates, except the draft critical literature review and draft IRB application where 2 hardcopies need to be brought to class on the due date.

#### *Grading Scale*

A 90-100%	B 89-80%	C 79-70%	D 69-65%
			F 64% & below

### Assignment Descriptions

**Critical Literature Review:** Select a topic and collect a minimum of 20 research articles (from scholarly journals) on the topic. *No more than 5 of these articles may be theoretical papers.* The rest must be original, peer-reviewed research reports. *Published literature reviews on the topic may be used, but will not count toward the minimum number of research articles.* After finding and reading the research/theory on your topic, conduct a literature review in which you provide an overall summary of findings in the body of literature, discuss the methodological strengths and weaknesses in the body of research, and discuss ideas for future research that are based on the “gap” that exists within this body of literature.

Perhaps most importantly, this literature review should be a *critical* literature review. By that, I mean that the majority of your literature review should be an analysis of the literature’s contributions to theory, research, policy, and/or practice. It should not be an annotated bibliography or mere summary of the research articles.

I expect that this paper will be from 10 to 15 pages (not including references).

Your critical literature review must be *12-pt font and 1-inch margins written in APA format.*

**Human Subjects Assurance Training:** Complete the Human Subjects Research Training and upload your completion certificate to Blackboard. Instructions on completing the training can be found here: <http://www.orc.msstate.edu/humansubjects/training/>.

**IRB Application:** Based on your literature review, develop a research plan for a qualitative research study and complete the IRB Application form. Additionally, you will need to complete all supplemental materials relevant to your specific research plan (i.e. assent form, consent form, parental permission form, recruitment form, recruitment oral script, etc).

The IRB Application form and consent document templates can be found here:  
<http://www.orc.msstate.edu/humansubjects/forms/>.

If you intend to use this research plan for your thesis or dissertation, I highly recommend that you keep constant communication with your primary advisor as you make decisions about your project as your advisor has final approval on the contents of your thesis or dissertation.

You are not required to submit the IRB application to MSU's Office of Research Compliance, but it is highly suggested if you will collect these data in the next qualitative course in the sequence: EDF 9463 Qualitative Data Collection in Education.

You may propose an alternative to this project that better suits your needs. For instance, some students would rather use their time in this course to prepare a qualitative dissertation or thesis proposal. That is permissible, but be sure to discuss your ideas with me early in the semester.

**Grading Rubric:**

All assignments have a common grading rubric that encompasses two major components addressing all components of the assignment completely and basic writing skills. Basic writing skills include professional language, use of evidence to support claims, adherence to grammatical norms, and adherence to APA format. If you need help with APA formatting, check the APA website or the Owl at Purdue website. [www.apa.org](http://www.apa.org)  
<http://owl.english.purdue.edu/owl/resource/560/01/>

Also, for any help with research you may contact Rachel Cannady in the MSU library (email: [rcannady@library.msstate.edu](mailto:rcannady@library.msstate.edu))

	“A”: Exemplary	“B”: Good	“C”: Competent	“D”: Marginal	“F”: Unacceptable
<b>Components of Assignment</b>	Addresses all components of assignment, demonstrates understanding of all concepts/theories		Missing a small portion of components of the assignment, minor misunderstandings of concept/theory		Missing a significant portion of components of the assignment, major misunderstandings of concept/theory
<b>Basic Writing Skills</b>	Consistent professional language and proper grammar, use of evidence to support every claim, consistent formatting		Few professional language and proper grammar errors, use of evidence to support most claims, few formatting errors		Severely lacks professional language and proper grammar, no use of evidence to support claims, lack of proper formatting

**Late Work**

Submitting assignments past the due date causes organizational distress and is unfair to those who were diligent and submitted their work on time. As such, my policy is: **late work will not be accepted without documentation of a University-approved excuse.** A list of University approved excused absences can be found here <http://www.students.msstate.edu/faqs/#absent>.

**Grievance Procedure**

If you believe there has been a mistake in scoring your work, respond to me in writing by email within 48 hours of receiving your work. The correspondence should note the nature of the mistake and provide a rationale for why you believe the grade should be changed.

### **Student Rights**

As a professional educator, I am committed to your success. If you have any concerns about your progress in the course, I am here to help. If you have a disability that affects your learning and you may need instructional accommodations, please contact me **as early as possible** for a private discussion of your needs.

### **Statement on Diversity**

One of the most exciting aspects of university teaching is the opportunity to interact with diverse groups of people. As such, I am committed to structuring this class in ways that show respect for different backgrounds, perspectives, learning preferences, and learning needs. I have an open door policy, so if you have any questions or concerns, please do not hesitate to contact me.

### **Academic Integrity**

Don't cheat. This includes plagiarism. Cheating results in a loss of credit for the assignment and reporting of cheating activities to the University's Student Honor Code Council. All aspects of the University Code of Conduct applies to this course and you are responsible for understanding this code of conduct: <http://www.honorcode.msstate.edu/>

### **Class Decorum**

In the interest of providing the optimal learning environment, it helps to have guidelines for classroom decorum.

1. **The squeaky wheel gets the oil.** *If you need help or have a question, don't be afraid to speak up! Just do it respectfully—in the same way in which you would like to be addressed. Remember, this is your education. You are responsible for identifying your needs and asking for resources to satisfy those needs.*
2. **The truth is the light.** *In your dealings in our class, honesty works best. If you are having problems or an issue with a classmate, or if you are overwhelmed with your work in this course, simply talk about it openly and honestly.*
3. **Communicate using professionalism:** *Emails and other electronic communications should be professional in terms of grammar, format, and language. Electronic communications should be written more in the style of a business letter as opposed to grammar, format, and language used in texting and social media.*

**Class Schedule (subject to change)**

<b>Week</b>	<b>Topic</b>	<b>Readings (in E-Reserves unless noted)</b>
1	<b>Introduction</b>	
2	<b>Meeting Qualitative Inquiry</b>	Glesne Ch 1
3	<b>History of Qual Research in Ed</b>	<p>Boote, D. N., &amp; Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. <i>Educational Researcher</i>, 34(6), 3–15.</p> <p>Ercikan, K., &amp; Roth, W.M. (2006). What good is polarizing research into qualitative and quantitative? <i>Educational Researcher</i>, 35(5), 14–23.</p> <p>Jacob, E., &amp; White, C. S. (2002). Editor's introduction. <i>Educational Researcher</i>, 31(8), 3.</p> <p>Lather, P., &amp; Moss, P. A. (2005). Introduction: Implications of the Scientific Research in Education report for qualitative inquiry. <i>Teachers College Record</i>, 107(1), 1–3.</p> <p><b>Optional:</b> Torrance, H. (2008). Building confidence in qualitative research: Engaging the demands of policy. <i>Qualitative Inquiry</i>, 14(4), 507–527.</p>
4	<b>Positivism vs. Postpositivism</b>	<p><b>**Guba, E.G., &amp; Lincoln, Y.S. (1994). Competing paradigms in qualitative research (link provided in Blackboard)</b></p> <p><b>Research Exemplar (positivism):</b> Jenkins, J. R., Dale, P. S., Mills, P. E., &amp; Cole, K. N. (2006). How special education preschool graduates finish: Status at 19 years of age. <i>American Educational Research Journal</i>, 43(4), 737–781.</p>

<b>Week</b>	<b>Topic</b>	<b>Readings (in E-Reserves unless noted)</b>
5	<b>Alternative Paradigms: Interpretivism</b>	<p>Smith, J. K. (1992). Interpretive inquiry: A practical and moral activity. <i>Theory Into Practice, 31</i>(2), 100–106.</p> <p><b>Research Exemplar:</b> Gordon, T., Lahelma, E., Hynninen, P., Metso, T., Palmu, T., &amp; Tolonen, T. (1999). Learning the routines: “Professionalization” of newcomers in secondary school. <i>International Journal of Qualitative Studies in Education, 12</i>(6), 689–705.</p> <p><b>Research Exemplar:</b> Hatton, E. (1997). Teacher educators and the production of bricoleurs: An ethnographic study. <i>International Journal of Qualitative Studies in Education International Journal of Qualitative Studies in Education, 10</i>(2), 237–258.</p>
6	<b>Alternative Paradigms: Critical Theories</b>	<p>Lather, P. (1986b). Research as praxis. <i>Harvard Educational Review, 56</i>(3), 257–278.</p> <p>Ladson-Billings, G. (1998). Just what is critical race theory and what’s it doing in a nice field like education? <i>International Journal of Qualitative Studies in Education, 11</i>(1), 7–24.</p> <p>Dilley, P. (1999). Queer theory: Under construction. <i>International Journal of Qualitative Studies in Education, 12</i>(5), 457–472.</p> <p>St. Pierre, E. A. (2000). Poststructural feminism in education: An overview. <i>International Journal of Qualitative Studies in Education, 13</i>(5), 477–515.</p> <p><b>Optional:</b> Parker, L. (1998). Race is race ain’t: An exploration of the utility of critical race theory in qualitative research in education. <i>International Journal of Qualitative Studies in Education, 11</i>(1), 43–55.</p> <p><b>Research Exemplar:</b> Rolon-Dow, R. (2005). Critical care: A color(full) analysis of care narratives in the schooling experiences of Puerto Rican girls. <i>American Educational Research Journal, 42</i>(1), 77–111.</p> <p><b>Optional:</b> Scheurich, J. J. (1996). The masks of validity: A deconstructive investigation. <i>International journal of Qualitative Studies in Education, 9</i>(1), 49–60.</p>

Week	Topic	Readings (in E-Reserves unless noted)
7	<b>Post-paradigmatic Approaches</b>	<p>Lather, P. (2006). Paradigm proliferation as a good thing to think with: Teaching research in education as a wild profusion. <i>International Journal of Qualitative Studies in Education</i>, 19(1), 35–57.</p> <p>Nespor, J. (2006). Morphologies of inquiry: The uses and spaces of paradigm proliferation. <i>International Journal of Qualitative Studies in Education</i>, 19(1), 115–128.</p> <p>King, J. (1999). Am not! Are too! Using queer standpoint in postmodern critical ethnography. <i>International Journal of Qualitative Studies in Education</i>, 12(5), 473–490.</p> <p><b>Research Exemplar:</b> Jones, A. (1999). The limits of cross-cultural dialogue: Pedagogy, desire, and absolution in the classroom. <i>Educational Theory</i>, 49(3), 299–316.</p> <p><b>Optional:</b> Lather, P. (1998). Critical pedagogy and its complicities: A praxis of stuck places. <i>Educational Theory</i>, 48(4), 487–97.</p> <p><b>Optional:</b> Lather, P. (2004). This is your father’s paradigm: Government intrusion and the case of qualitative research in education. <i>Qualitative Inquiry</i>, 10(1), 15–34.</p>
8	<b>Prestudy Tasks</b>	Glesne Ch 2
9	<b>Research Questions &amp; Methodology</b>	<p>Agee, J. (2009). Developing qualitative research questions: A reflective process. <i>International Journal of Qualitative Studies in Education</i>, 22(4), 431–447.</p> <p>Errante, A. (2000). But sometimes you’re not part of the story: Oral histories and ways of remembering and telling. <i>Educational Researcher</i>, 29(2), 16–27.</p> <p>Greckhamer, T., &amp; Koro-Ljungberg, M. (2005). The erosion of a method: Examples from grounded theory. <i>International Journal of Qualitative Studies in Education (QSE)</i>, 18(6), 729–750.</p> <p>Jeffrey, B., &amp; Troman, G. (2004). Time for ethnography. <i>British Educational Research Journal</i>, 30(4), 535–548.</p> <p><b>Optional:</b> St. Pierre, E. A. (1997). Methodology in the fold and the irruption of transgressive data. <i>International Journal of Qualitative Studies in Education</i>, 10(2), 175–189.</p> <p><b>Optional:</b> Lather, P. (2008). (Post)Feminist methodology getting lost OR a scientificity we can bear to learn from. <i>International Review of Qualitative Research</i>, 1(1), 55–64.</p>

Week	Topic	Readings (in E-Reserves unless noted)
10	<b>Being There: Participant Observation</b>	Glesne Ch 3
11	<b>Interviewing &amp; Field Relations</b>	Glesne Ch 4 & 5  Knupfer, A. M. (1996). Ethnographic studies of children: The difficulties of entry, rapport, and presentations of their worlds. <i>International Journal of Qualitative Studies in Education</i> , 9(2), 135–150.
12	<b>Ethics</b>	Glesne Ch 6  Milgram, S. (1963). Behavioral study of obedience. <i>Journal of Abnormal and Social Psychology</i> , 67(4), 371–378.  Nespor, J., & Groenke, S. (2009). Ethics, problem framing, and training in qualitative inquiry. <i>Qualitative Inquiry</i> , 15(6), 996–1012.
14	<b>Validity</b>	Glesne Ch 8  Lincoln, Y. (1995). Emerging criteria for quality in qualitative and interpretive research. <i>Qualitative Inquiry</i> , 1(3), 275–289.  <b>Optional:</b> Lather, P. (1986a). Issues of validity in openly ideological research: Between a rock and a soft place. <i>Interchange : A Quarterly Review of Education</i> , 17(4), 63–84.  <b>Optional:</b> Lather, P. (1993). Fertile obsession: Validity after poststructuralism. <i>TSQ Sociological Quarterly</i> , 34(4), 673–693.  <b>Optional:</b> Scheurich, J. J., & Young, M. D. (1997). Coloring epistemologies: Are our research epistemologies racially biased? <i>Educational Researcher</i> , 26(4), 4–16.
13	<b>Interpretation, Data Analysis &amp; Writing</b>	Glesne Ch 7  Roulson, K. (2001). Data analysis and “theorizing as ideology.” <i>Qualitative Research</i> , 1(3), 279–302.  Peshkin, A. (2000). The nature of interpretation in qualitative research. <i>Educational Researcher</i> , 29(9), 5–9.  Jones, S. R. (2002). (Re)writing the word: Methodological strategies and issues in qualitative research. <i>Journal of College Student Development</i> , 43(4), 461–73.

