



**Department of Educational Leadership and Foundations**  
**College of Education**  
**University of Texas at El Paso**

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### COURSE TEXTBOOK

**Lichtman, Marilyn (2013). Qualitative research in education: A user's guide, third edition. Los Angeles: Sage. (ISBN: 978-1-4129-9532-0).**

**Suggested Texts:**

**APA Manual.** The Publication Manual of the American Psychological Association (Sixth Edition)

### COURSE OVERVIEW

Case Study and Ethnography are two of the most widely used approaches to qualitative inquiry in sociology, anthropology, psychology, education and other social science disciplines. Through these approaches to inquiry, researchers seek to understand how people make sense of the social settings and social practices of which they are a part.

In this advanced seminar, we will illuminate how the differing assumptions of qualitative inquiry (examined in the first half of this course) inform and drive specific methods used in field research. Over the course of this semester, we will practice data gathering methods relevant to ethnographic and case study research, including: interviews, observations, document analysis, and field notes, and fully immerse you in the processes of conceptualizing and doing case study and ethnographic field-based research.

## COURSE INTRODUCTION AND PURPOSE

**This course is an introduction to qualitative inquiry and research methodologies.** You will be introduced to the distinctive assumptions, questions, varieties, and characteristic procedures for collecting, analyzing, and representing qualitative data. Through reading, fieldwork, and discussion, students will understand qualitative methods for educational theory and practice. During the first segment of the course, students will experiment with qualitative research design.

An important component of this course is also for you to become familiar with the expectations of the department. As such, **you will also be required to read a recent successfully defended dissertation.** The aim here is to begin to become familiar with the components of a dissertation as well as the structure. Dissertation writing can be stressful as well as scary. This process will seek to alleviate the stresses and fears of the process.

### Purpose:

- (a) **Articulate** strategies for interpreting social settings;
- (b) **Develop** conceptual, interpretive and analytical skills as qualitative researchers;
- (c) **Practice** interviewing, observing, and interpreting documentary data in social settings
- (d) **Integrate** and make meaning of qualitative data, using multiple data gathering methods.

## COURSE BREAKDOWN AND GRADING

Assignment	Grade
Participation/ Attendance	10%
Your Research Prospectus (2-3 pages)	5%
Annotated Bibliography	10%
Sortie #1- 2 Observations	10%
Sortie #2- 3 Interviews	10%
4 page submission to AERA/ UCEA	10%
Final Literature Review	30%
Final Presentation	15%
<b>Total</b>	<b>100%</b>

## ASSIGNMENT DESCRIPTION

### 1. Participation/ Attendance (10 %) (Semester)

**Attendance is required.** Should you miss **more than two classes** you will not be able to receive anything higher than a “B” Grade. If you have **two (2) unexcused absences**, the student will be dropped from the class. Late arrivals and early departures are discouraged. Please arrange with your workplace beforehand to be present at all face-to-face classes.

Participants are expected to contribute via focused discussion and participation in all learning activities. For our discussions and collaborative work to be meaningful, you are expected to complete all reading assignments and **come to class prepared to participate in discussions.** Bring to class questions to guide discussion. Be prepared to contribute to each class discussion.

## 2. **Research Prospectus (5%) Due: Feb 15<sup>th</sup> Sunday 6pm**

The Research prospectus addresses the *research area that you are interested in exploring*. We are not concerned with your dissertation research question at this time. The research question is something that evolves over time. Instead, we will explore the area.

Finding a research area of research: Respond to Mason's (2002) five questions as you try to identify what your research will be about for the next coming months.

## 3. **Annotated Bibliography 15% Due: February 24<sup>th</sup> (Before Class)**

In order to do quality research, the first step is to explore the area of interest. This means researching articles and documents online or at the library. Using RefWorks or Endnote and APA style. The summary should be no longer than 5-7 lines in *your own words*. The bibliography should be submitted online on Blackboard.

<b>Annotated Bibliography (5 %)</b>	<b>Points</b>
Include 50-60 examples	30
Include Abstract in your own words (5-7 Lines)	20

### **Example of Annotated (Reference List) Bibliography**

Aronson, E. (2001). Integrating leadership styles and ethical perspectives. *Canadian Journal of Administrative Sciences/Revue Canadienne Des Sciences De l'Administration*, 18(4), 244 - 256.

This article reviews two ethical theories and the way in which they are associated with directive, transactional, and transformational leadership styles. A model of ethical leadership is provided, which links the characteristics of these styles to the level of the leader's moral development.

Kelley, R. C., Thornton, B., & Daugherty, R. (2005). Relationships between measures of leadership and school climate. *Education-Indianapolis then Chula Vista-*, 126(1), 17.

In this study, the authors compared relationships between selected extents of leadership and measures of school climate in 31 elementary schools. Principals have the power, authority, and position to impact the climate of the school, but many lack the feedback to improve. Principals must know and understand how to provide the foundation for creating an atmosphere that fosters change in a positive manner.

## 4. **Sorties- Fieldwork in Qualitative Research**

Two, 5-6-page "sorties" or fieldwork and analytical reports are required. The sorties constitute your ethnographic record and are formal papers where you *reflect and document* and provide an *on going, preliminary analysis* of the various types of data that you collect during the semesters.

### **Sortie #1: Two Observations (10%) Due: Mar 3rd Before Class**

These observations will be done as a group and you are ALL responsible for being at this class. Your purpose is to begin to understand the world around you. What types of actions and interactions occur during your observation? The first observation will set the stage for the individual observation and the Paper submission. You will be given more information about the second observation and expectations for the paper submission.

This paper involves the "thick description" and preliminary analysis of the participant-observation activities you have conducted. The sortie must contain the following elements:

- ✓ A detailed rendition of what you have observed
- ✓ A preliminary analysis of those observations
- ✓ A description of what you have learned as a result of the observation experience

- ✓ A brief explanation of how and why what you have learned was anticipated or perplexing to you as a researcher
- ✓ A brief description of how your next data collection activity will build and extend on what you have learned via this participant-observer activity;
- ✓ Attach your original hand-written and revised field-notes with your sortie.

### **Sortie #2 Three Interviews (Practical) (10%) Due: March 31<sup>st</sup> Before Class**

The purpose of this assignment is to develop skills that will assist you in conducting interviews and being able to reflect on the weight of those questions. Your participants will be connected to the field of your research. They may not be attached to your research question but they will present to you information that will inform your choices in your literature review.

This assignment will be completed in four phases. **The first phase is the development of the interview protocol. The second phase is conducting the interview. The third phase is transcription and making sense of the data.**

The last phase is the submission paper. It involves the presentation and analysis of interview data. The sortie must contain the following elements:

- 1) A general description of the topics of the interview
- 2) A description of the interviewee's perspectives as you can infer them from the interview.
- 3) Conduct 3 twenty minutes transcription of the talk that you described in item #2
- 4) A preliminary analysis of the transcription
- 5) A description of what you have learned about your topic as a result of the interview experience
- 6) A brief explanation of how and why what you have learned in this interview confirms or disconfirms your understanding of the topic under study
- 7) A brief description of how your next data collection activity will build and extend on what you have learned from the interview
- 8) A brief description of how your next data collection activity will build and extend your acquired understanding of the topic under study.

### **5. Final Prospectus- Literature Review (25%) (Due: April 26<sup>th</sup> 9pm)**

This 30-page paper will be the summation of the class. You will be presenting a literature review on the area of your potential dissertation research. We will discuss the final prospectus in detail during the semester. This prospectus will contain:

- a. A well-articulated introduction that gives the purpose of this literature review.
- b. A brief description of what data you collected.
- c. The literature review will be a synthesis of the data pertaining to your research
  - a. The synthesis will be divided into the various subsections
  - b. Each subsection will address the thematic research within that area.
- d. A Discussion section describing the gaps in the research
- e. A section for future research

## 6315 QRMI- SEMINAR SCHEDULE SPRING 2015

Weekly Description & Activities
<p><b>JAN 13<sup>th</sup> - Background Information to Course</b>  <b>Class 0</b></p> <p><b>A- Readings:</b></p> <ol style="list-style-type: none"> <li>1. Lichtman - Ch. 1 Introduction and Overview of the Field</li> <li>2. Video: David Silverman on Qualitative Methods  <a href="http://www.youtube.com/watch?v=AVnIO4vzXg8">http://www.youtube.com/watch?v=AVnIO4vzXg8</a></li> <li>3. Silverman, chapter 2. What is Qualitative Research?</li> <li>4. For next class 500-600 word autobiography</li> </ol> <p><b>B- Assignment:</b> Please come up with some ideas on what Qualitative Research is?</p>
<p><b>JAN 20<sup>th</sup> - Review Syllabus: Introduction to Qualitative Research</b>  <b>Class 1</b></p> <p><b>A- Syllabus- Introduction</b></p> <ul style="list-style-type: none"> <li>- What is Qualitative Research?</li> </ul> <p><b>B- Guest Speakers: TBA</b></p> <p><b>C- Expectations</b></p>
<p><b>Jan 27<sup>th</sup> - Meet at Library- Guest Speaker Mr. Sebastian Diaz- Library Services</b>  <b>Class 2</b></p> <p><b>A- Issues around Research</b></p> <ul style="list-style-type: none"> <li>- Discussion</li> </ul> <p><b>B- Readings:</b></p> <ol style="list-style-type: none"> <li>1. Lichtman- Ch. 2: Learning how to be a Qualitative researcher</li> <li>2. Lichtman- Ch. 3 Ethical Issues</li> </ol>
<p><b>Feb 3<sup>rd</sup> - What questions can qualitative research address? How does one find a research question?"</b>  <b>Class 3 (HYBRID)</b></p> <p><b>A- Readings:</b></p> <ol style="list-style-type: none"> <li>1. Geertz, Clifford (1973). <i>Thick description: Toward an interpretive theory of culture</i>. In <i>The interpretation of cultures</i> (pp.3-29). NY: Basic Books.</li> <li>2. Mason, J. (2002). <i>Finding a focus and knowing where you stand</i>. In <i>Qualitative Researching</i> (2<sup>nd</sup> edition) (pp. 13-23).</li> </ol> <p><b>B- Informal Exercise 1:</b> Finding a research area of research: Respond to Mason's (2002) five questions as you try to identify what your research will be about for the next coming months.</p>
<p><b>Feb 10<sup>th</sup> - "The Ethics of Qualitative Research."</b>  <b>Class 4</b></p> <p><b>A- Readings:</b></p> <ol style="list-style-type: none"> <li>1. Lichtman Chapter 3- <i>Ethical Issues on Qualitative Research</i></li> <li>2. Ianni, F.A. (1979). <i>Field research and educational administration</i>. In Barnhardt, R.; Chilcott, J., and Wolcott, H. (Eds.), <i>Anthropology and Educational Administration</i> (pp. 375-378)</li> </ol> <p><b>B- Subjective</b></p> <ol style="list-style-type: none"> <li>1. Lichtman Chapter 8- Reflectivity and Subjectivity</li> <li>2. Peshkin, A. (1988). "In search of subjectivity. One's own." <i>Educational Researcher</i>, vol.17, no. 7. Pp. 17-21.</li> <li>3. Shank, G. D. (2006/2002). <i>Qualitative research. A personal skills approach</i>. Columbus, OH: Pearson. Merrill Prentice Hall. Chapter 4.</li> </ol> <p><b>C-FIRST GROUP OBSERVATION</b>  <b>Research Prospectus Due: Feb 15<sup>th</sup> 6pm</b></p>

**Feb 17<sup>th</sup> (Hybrid) Observation (2<sup>nd</sup> observation and Sortie #1)****Class 5****A- Readings:**

1. Lichtman Chapter 11- *Learning about Others Through Observations*
2. Spradley, J. (1980). *Participant Observation – Making Descriptive Observations* p.73- 77. Wadsworth. Thompson Learning. Step Four: Making descriptive observations. (Part I)
3. Emerson, R.M; Fretz, R.; Shaw, L. (1995). *Writing Ethnographic Fieldnotes. Chapters 1& 2*

**Feb 24<sup>th</sup> - The Literature Review- Introduction****Class 6****A- Summary vs. Synthesis?**

1. What is the difference?
2. How does one develop Synthesis skills?

**B- Readings:**

1. Lichtman Chapter 7- *Embarking on Qualitative Research*
2. Introduction to Literature Reviews (p. 1-3)
3. Lichtman Chapter 9- *The Role and Function of a Lit Review*
4. Synthesis vs. Summary

**C- Creating questions for your Interviews****D- Due: Annotated Bibliography****Mar 3<sup>rd</sup> - The Literature Review II: Organization****Class 7****A- Interviews:** You should be set to conduct your interviews**B- Readings:**

1. Lichtman Chapter 10- *Learning about Other Through Interviewing*
2. Spradley, J. (1979). Asking descriptive questions. From *The ethnographic interview* (pp. 78-84). New York: Holt, Rinehart and Winston.

**C- Informal Exercise:** Complete Task 4.1 at the end of Spradley chapter (p. 84). Bring an extra-copy to share with a classmate.

**D- Due: SORTIE #1****Mar 10<sup>th</sup> - Participant- Observation/ Interviews: Aim to Conduct your Interviews around now****Class 8****A- Organizing and Indexing Qualitative Data****B- Readings:**

1. Spradley, J. (1980) *Participant Observation Step Five: Making a domain analysis*. Wadsworth. Thompson Learning.
2. Lichtman Chapter 12- *Making Meaning from your Data*
3. Emerson, R.M; Fretz, R.; Shaw, L. (1995). *Writing Ethnographic Fieldnotes*. Chapter 3.

**Mar 17<sup>th</sup> - Literature Review III: Writing Your Data****Class 9****A- Discussion:****B- Readings:**

1. Nesper, J. (2006) *Finding Patterns with Field Notes*. Ch. 17. In *Handbook of Complementary Methods in Research Education*. Pp. 297 – 308.
2. Banks, J. (2006) *Researching Race, Culture and Difference: Epistemological Challenges and Possibilities*. Ch. 44. In *Handbook of Complementary Methods in Research Education*. Pp. 773 – 793.

<p><b>Mar 24<sup>th</sup> - Research Designs: Locating a Method of research</b>  <b>Class 10</b>  <b>A- Discussion of Big Three</b>  <b>B- Readings:</b></p> <ol style="list-style-type: none"> <li>1. Lichtman Chapter 4- <i>Designing your own research- Five popular approaches</i></li> <li>2. Maxwell, Joseph. (1992). <i>Understanding and validity in qualitative research</i>. Harvard Educational Review, 62: 279-301.</li> </ol>
<p><b>Mar 31<sup>st</sup> - Research Design II: Other Approaches Mixed Methods</b>  <b>Class 11</b>  <b>A- Discussion of popular Approaches</b>  <b>B- Readings:</b></p> <ol style="list-style-type: none"> <li>1. Lichtman Chapter 5- <i>Designing your own research- Additional approaches</i></li> </ol> <p><b>C- DUE: Sortie #2</b>  - Interviews/ Transcriptions</p>
<p><b>Apr 7<sup>th</sup> - Organizing and Indexing Qualitative Data</b>  <b>Class 12</b>  <b>A- Gaps in Research</b>  <b>B- Readings:</b></p> <ol style="list-style-type: none"> <li>1. Lichtman Chapter 12- <i>Making Meaning from your Data</i></li> <li>2. Ryan and Bernard (2003) <i>Techniques to Identifying Themes</i>, Field Methods, 15 (1) pp. 85-109</li> </ol> <p><b>C- Class Discussion:</b>  Gaps in the Research  - Future Research Potential</p>
<p><b>Apr 14<sup>th</sup> - (Hybrid) Communicating your ideas</b>  <b>Class 13</b>  <b>A- Work on your Final Paper Due: April 28<sup>th</sup></b>  <b>B- Readings:</b></p> <ol style="list-style-type: none"> <li>1. Lichtman <i>Chapter 13- Communicating Your Ideas</i></li> <li>2. Shank, G. D. (2006/2002). <i>Qualitative research. A personal skills approach</i>. Columbus, OH: Pearson. Merrill Prentice Hall. Chapter 8.</li> </ol>
<p style="text-align: center;"><b>April 21<sup>st</sup></b>  <b>Work on Final Paper and Poster Presentation</b>  <b>DUE: April 26<sup>th</sup> 9 pm</b></p>
<p><b>Apr 28<sup>th</sup> - Where do you go from here?</b>  <b>Class 15</b>  <b>A- Discussion on Research II in Fall and Summer Assignments</b>  <b>B- Reading:</b></p> <ol style="list-style-type: none"> <li>1. Lichtman- <i>Future research- Where do you go from here</i></li> </ol>
<p style="text-align: center;"><b>May 5<sup>th</sup></b>  <b>Class 16 Poster/ PPT Presentations</b></p>
<p style="text-align: center;"><b>May 12<sup>th</sup> EXAMS</b></p>