

Lewis & Clark College
Graduate School of Education & Counseling

EDLL 741A & CTSP 537 Qualitative Methods

Summer 2022 Course Syllabus¹

June 28th to July 15th, 1:00 pm to 3:30 pm, Corbett Annex

Credits: 2 semester hours

INSTRUCTOR OF RECORD

Brenda Sifuentes, Ph.D

Assistant Professor

Email: bsifuentes@lclark.edu

Student Hours: by appointment only

CATALOG DESCRIPTION

Overview and application of qualitative research methods. Through course readings, discussion, and practical application, candidates explore: (1) different approaches in qualitative research and epistemologies and common theoretical perspectives that undergird qualitative inquiry, and (2) various methods and techniques for gathering, interpreting, and making meaning of in-depth and rich information about things as they occur in their natural settings. Candidates gain the skills necessary to review and critique qualitative research and to design and undertake their own qualitative research.

COURSE LEARNING OUTCOMES

- Identify the range of problems addressed by qualitative research.
- Understand the epistemology and methodology of interpretive research.
- Become increasingly aware of how interpretive research might be used to explore and explain the lived experiences of people subject to various positions of relative privilege and oppression in society and education.

EXPECTATIONS

Expectations-Participation & Contribution

Everyone is expected to participate meaningfully throughout the course. Students must be able to illuminate the connections between the material under consideration and other bodies of knowledge. As graduate students it is expected that you are able to make connections between the readings, lectures, and activities of other classes in relationship to this course. You must attend the entire session.

Log-in Frequency: Students must actively check the course Google Classroom and their Lewis & Clark email for communications from the instructor, class discussions, and/or access to course materials daily.

Use of technology in the classroom Access to the Internet can be valuable aid to the classroom learning environment. Students may at times be encouraged to use laptops or other devices in order to explore concepts related to course discussions and topics. Students are discouraged from using technology in ways that distract from the learning community (e.g. Facebook, texting, work for other classes, etc.) or that distract from the classroom environment and learning

¹ Syllabus is subject to change at the instructor's discretion.

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conditions for others. If technology use is found to be a problem for someone, it will be reflected in their participation grade. **No student may record the class in any fashion (i.e. audio, video, or otherwise) unless they have written permission from the instructor.**

REMINDER: This is an intensive reading and writing course. Writing is a critical component to graduate education and it is expected that with each written assignment in this course continuously improves.

Attendance: A missed class will compromise your grade. In an intensive course each hour constitutes a large portion of the course. Students with work or clinical responsibilities are expected to make arrangements with Dr. Sifuentez prior to the start of the course. If arrangements are not made any missed class will result in a lower letter grade.

EXPECTATIONS-CORE LEARNING ACTIVITIES

Researcher Positionality Statement (25 points) Throughout the course of this class and beyond you will explore your own positionality as a researcher. This process encompasses exploring your own histories, biases, identities, and desires for change. Your researcher positionality statements will serve as a guide for you to understand how you come to the research and why. As you develop your research skills and knowledge it is expected that your positionality will shift.

Due: The final research positionality statement will be due Thursday June 30th at 11:59 pm

Three Research Approach Application Papers (20 points each/60 points) This assignment is designed to provide you an opportunity to reflect upon and demonstrate your understanding of each of qualitative research approaches covered and how you might use each specific approach to study your research topic.

In no more than 1-2 pages single space, briefly conceptualize and propose a study by addressing all of the following points in each of your papers:

- Problem statement including relevant literature (at least 2 outside sources) and the target audience for your study
- Purpose statement for your study (including a definition of central concept)
- Central research question (and any relevant sub-questions)
- Methodology (sample strategy, data collection, and potential data analysis)
- Writing strategy

Each paper is worth 20 points. I will not read past 2 pages. Some class time may be devoted to group discussions of your papers and emerging ideas about your topic. **Due Dates: It is your choice when you submit the research approach papers but all three papers must be submitted by July 18 at 11:59pm via Google Classroom.** I do suggest turning one in before the final deadline so you can see how I grade these assignments and you are able to incorporate feedback in future papers.

Learning Community: Collaborative learning is an important component of this course, students will be required to participate in a learning team. Days have been set aside for learning teams to meet. On Google Classroom, you will have detailed information as to what each session should cover. Ideally, students will find that their learning teams provide a forum for sharing ideas, providing alternative interpretations, and providing feedback on assignments and research ideas.

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Expectations-Writing

Formal writing activities should generally follow the most recent American Psychological Association (APA) style guide for written work. Informal writing activities (in-class writing) can be written in a style of the students' discretion. If you do not own an APA style guide please purchase one or use the Purdue Online Writing Lab website

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

There are some basic competencies that I expect from you. These are:

- o Ability to proof read your discussion posts and papers before submitting
- o Ability to cite references when making general and/or specific statements that are not entirely your own
- o Ability to communicate effectively when you do not understand the instruction or expectations about assignments

Recommended Textbook for Writing:

American Psychological Association. (2010). Publication manual of the American Psychological Association (7th ed.). Washington, DC: APA.

ASSESSMENT & EVALUATION

All core learning activities must be completed in order to receive a passing grade in this course.

An overall summative assessment will be made of students' development across the course in order to determine a final grade. This overall summative assessment will take into account the assignments and evidence of how well students incorporated formative feedback.

Assignments	Points
Three Research Approach Application Papers	60
Researcher Positionality Statement	25
Participation	15
Total Points	100

Incomplete Policy: Incomplete grades are highly discouraged. Incomplete grades will only be granted because of extenuating circumstances or major emergencies.

Late Assignment Policy: Given the condense course schedule late work will not be accepted. There will be NO exceptions. Yes this means YOU. If I do not have your assignment and you have not contacted me about late submission, you will receive a zero on that assignment. If you fail to notify me of any problems associated with your work (grading error, missing graded assignment) within one class meeting after I have returned graded materials, then I will not be able to negotiate an alternate arrangement with you. Therefore, stay on top of things, monitor your work, and make sure that you talk to me immediately if there are problems.

Grading Scale (Anything below 70 is considered failing)

- | | |
|-------------------|------------------|
| A: 93- 100 | B-: 80-82 |
| A-: 90-92 | C+: 78-79 |
| B+: 88-89 | C: 73-77 |
| B: 83-87 | C-: 70-72 |

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ACCOMMODATIONS & L&C GRADUATE SCHOOL ESSENTIAL POLICIES

Disability Services Statement: If you require academic accommodations, please contact the Student Support Services Office in Albany Quadrangle (503-76-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- o Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- o Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- o Sexual misconduct: go.lclark.edu/titleIX.

If you have any questions regarding these policies, please speak to your professor for clarification.

COMMUNICATIONS with PROFESSOR

Email will be the primary mode for out-of-class communication. Generally, students can expect a response within 48 hours, except on weekends.

INDIGENOUS LAND ACKNOWLEDGEMENT

Lewis & Clark College purposefully reflects on the history of the land it occupies. Prior to the newcomers arriving in this area, the indigenous land of what would later be called Multnomah County was home to many tribal people. We honor the indigenous people on whose traditional and ancestral homelands we stand: the Multnomah, Kathlamet, Clackamas, Tumwater, and Watalala bands of the Chinook; the Tualatin Kalapuya; and many other indigenous nations of the Columbia River.

LEARNING IN THE COVID-19 ERA

Given that we do not know what could happen to us or the ones we take care of, it is my wish that you understand that your health and the health of those you care for is more important than this class. Regardless of the strict expectations outlined above, I do care about you as individuals. This means that I will remain flexible to working with you to ensure that you reach your educational goals. Therefore, I ask that you stay in communication with me in order to create a suitable plan of action.

REQUIRED TEXTS BOOKS

Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (3rd ed.). Thousand Oaks, CA: Sage.

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Course Schedule

<u>Date</u>	<u>Readings</u>	<u>Assignments</u>
Intro to Qualitative Research		
Tues. June 28 th	<p>Erickson, F. (2018). A History of Qualitative Inquiry in Social and Educational Research. In Denzin, N., & Lincoln, Yvonna S. (Eds). <i>The SAGE handbook of qualitative research</i> (Fifth ed.). Thousand Oaks, California: SAGE.</p> <p>Merriam, S. B., & Tisdell, E. J. (2015). Chapter 1 What is Qualitative Research? <i>Qualitative research: A guide to design and implementation</i>.</p> <p>Milner IV, H. R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. <i>Educational researcher</i>, 36(7), 388-400.</p> <p>Peshkin, A. (1988). In search of subjectivity—one's own. <i>Educational researcher</i>, 17(7), 17-21.</p> <p>Kilbourn, B. (2006). The qualitative doctoral dissertation proposal. <i>Teachers College Record</i>, 108(4), 529–576.</p>	
Situating Research & Design		
Wed. June 29 th	<p>Jones, S. R., Torres, V., & Arminio, J. (2014). Chapter one: Situating the Research First Steps. In <i>Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues</i>.</p> <p>Saldana, J.(2011). Chapter 1: Genres, Elements and Styles of Qualitative Research. In <i>Fundamentals of Qualitative Research</i>.</p> <p>Merriam, S. B., & Tisdell, E. J. (2015). Chapter 4 Designing your study and selecting a sample. In <i>Qualitative research: A guide to design and implementation</i>.</p>	
Theoretical Frameworks, Paradigms, & Perspectives		
Thurs. June 30 th	<p>Cannella, G. S., Pérez, M. S., & Pasque, P. A. (2016). Centering Critical Inquiry: Methodologies that Facilitate Critical Qualitative Research. In <i>Critical Qualitative Inquiry</i>. pp. 139-17</p> <p><u>You will pick a framework that you might use for your research study. The following are some suggestions:</u></p> <p>Freeman, E. (2019). Feminist theory and its use in qualitative research in education. In <i>Oxford Research Encyclopedia of Education</i>.</p> <p>Donner, JK. & Landson-Billings (2018). Critical Race Theory and the Postracial Imaginary. In Denzin, N., & Lincoln, Y.S. (Eds). <i>The SAGE handbook of qualitative research (Fifth ed.)</i>.</p> <p>Chan, C. D., Steen, S., Howard, L. C., & Ali, A. I. (2019). Disentangling the Complexities of Queer Theory and Intersectionality Theory: Research</p>	<p>Research Positionality Statement Submit by 11:59 pm</p>

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	Paradigms and Insights for Social Justice. In <i>Research Methods for Social Justice and Equity in Education</i> , pp. 59-70	
Tues. July 5 th	Learning Community Instructions on Google Classroom	
Strategies of Inquiry		
Wed. July 6 th	<p><u>Phenomenological Research</u> Creswell, Appendix C and Contents by Approach (refer to pp. xvi-xvii for phenomenological pages)</p> <p><u>Narrative Research</u> Creswell, Appendix B and Contents by Approach (refer to p. xvi for narrative pages)</p> <p><u>Suggested Readings:</u> Moen, T. (2006). Reflections on the narrative research approach. <i>International Journal of Qualitative Methods</i>, 5(4), 56-69.</p> <p>Miller, R., Liu, K., & Ball, A. F. (2020). Critical Counter-Narrative as Transformative Methodology for Educational Equity. <i>Review of Research in Education</i>, 44(1), 269–300.</p> <p>Padilla-Díaz, M. (2015). Phenomenology in educational qualitative research: Philosophy as science or philosophical science. <i>International Journal of Educational Excellence</i>, 1(2), 101-110.</p> <p>Groenewald, T. (2004). A phenomenological research design illustrated. <i>International Journal of Qualitative Methods</i>, 3(1), 42-55.</p>	
Thurs. July 7 th	<p><u>Grounded Theory Research</u> Creswell, Appendix D and Contents by Approach (refer to pp. xvii-xviii for grounded theory pages)</p> <p><u>Case Study Research</u> Creswell, Appendix F and Contents by Approach (refer to pp. xviii-xix for case study pages)</p> <p><u>Suggested Readings:</u> Charmaz, K. (2020). “With constructivist grounded theory you can’t hide”: Social justice research and critical inquiry in the public sphere. <i>Qualitative Inquiry</i>, 26(2), 165-176.</p> <p>Charmaz, K., & Belgrave, L. L. (2019). Thinking about data with grounded theory. <i>Qualitative Inquiry</i>, 25(8), 743-753.</p> <p>Flyvbjerg, B. (2011). Case Study. In Denzin, N. K., & Lincoln, Y. S. (Eds). <i>The Sage handbook of qualitative research</i>. Thousand Oaks: Sage, 4 ed, 301-316.</p> <p>Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. <i>The qualitative report</i>, 13(4), 544-559.</p>	

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Fri. July 8 th	Learning Community Instructions on Google Classroom	
Mon. July 11 th	<p><u>Ethnographic Research</u> Creswell, Appendix E and Contents by Approach (refer to p. xviii for ethnographic pages)</p> <p><u>Policy Discourse</u> Allan, E. J., & Tolbert, A. R. (2019). Advancing Social Justice with Policy Discourse Analysis. In <i>Research Methods for Social Justice and Equity in Education</i>, pp. 137-149.</p> <p><u>Expanding the Qualitative Paradigm</u> Merriam, S. B., & Tisdell, E. J. (2015). Chapter Three Mixed Methods, Action, Critical, and Arts Based Research In <i>Qualitative research: A guide to design and implementation</i>.</p> <p><u>Suggested Readings:</u> Jamal, S. (2005). Chapter eleven: critical ethnography: an effective way to conduct anti-racism research. <i>Counterpoints</i>, 252, 225-239.</p> <p>Gee, J. P. (2011). How to do discourse analysis: A toolkit. New York, NY: Routledge.</p>	
Methods of Collecting Data		
Tues. July 12 th	Learning Community Instructions on Google Classroom.	
Wed. July 13 th	<p>Creswell, Chapter 7 Data Collection pgs. 145-178</p> <p><u>Interviewing</u> Merriam, S. B., & Tisdell, E. J. (2015). Chapter 5 Conducting Effective Interviews. In <i>Qualitative research: A guide to design and implementation</i></p> <p><u>Focus Groups</u> Kinloch, V., & San Pedro, T. (2014). The space between listening and storytelling: Foundations for projects in humanization. Humanizing research: <i>Decolonizing qualitative inquiry with youth and communities</i>, 21-42.</p> <p><u>Suggested Readings:</u> Tachine, A. R., Bird, E. Y., & Cabrera, N. L. (2016). Sharing circles: An Indigenous methodological approach for researching with groups of Indigenous peoples. <i>International Review of Qualitative Research</i>, 9(3), 277-295.</p> <p>Kolie, A. (2005). Chapter twelve: toward an anti-racist research framework: the case for interventive in-depth interviewing. <i>Counterpoints</i>, 252, 241-267.</p> <p>Saldana, J.(2011). Chapter 2 A Survey of qualitative data collection methods. In <i>Fundamentals of Qualitative Research</i>.</p>	

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	Del Rio-Roberts, Maribel. (2011). How I learned to conduct focus groups. <i>Qualitative Report</i> , 16(1), 312-315.	
Thurs. July 14 th	<p><u>Observations</u> Paterson, B. L., Bottorff, J. L., & Hewat, R. (2003). Blending Observational Methods: Possibilities, Strategies, and Challenges. <i>International Journal of Qualitative Methods</i>, 2(1) 29–38.</p> <p><u>Documents & Artifacts</u> Merriam, S. B., & Tisdell, E. J. (2015). Chapter Seven: Mining Data from Documents and Artifacts</p> <p><u>Suggested Readings:</u> Angrosino, M. V., & Mays de Perez, K. A. (2000). Rethinking observation: From method to context. In N. K. Denzin & Y. S. Lincoln (Eds.), <i>Handbook of qualitative research</i> (2nd ed., pp. 673-702). Thousand Oaks, CA: Sage.</p> <p>Markham, A. N. (2013). Fieldwork in social media: What would Malinowski do? <i>Communication Research</i>, 2(4), 434–446.</p>	
Course Wrap Up		
Fri. July 15 th	Pulling It All Together	
Monday July 18th		
All Research Approach Application Papers Must Be Received by 11:59pm		