Instructor: Angus Mungal  
Email: asmungal@utep.edu  
Phone: (915) 747-8433  
Office: 506, 5th Floor  
Office Hours:  
M: 12-4, T: 2-5, Th.: By Appt.  
Office Hours:  
TUESDAY: 6-8:50 pm  
Location: EDUC 400

**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. We will place quantitative and mixed method research in context with each other.

**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 TEXTBOOK**


Suggested Texts:  
One of the keys to a successful dissertation is the in-depth understanding of the building blocks of your area of research. Becoming an ‘expert’ in your field helps you recognize gaps in the literature. These gaps lead to questions you may wish to explore. The chief goal is to allow doctoral candidates the opportunity to fully explore and understand the their field of study. This will be contextualized within the field of educational leadership and foundations.

**Attendance:** Attendance is required. Should you miss more than two classes you will not be able to receive anything higher than a “B” Grade. Three classes missed will result in a mark no higher than B. If you have two (2) unexcused absences, the student will be dropped from the class. Late arrivals and early departures are discouraged (A reasonably timed email stating the situation helps).

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 a number of ideas. Class participation is:

- **A- Outstanding:** Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provides insights and direction for the class. Challenges are well substantiated and persuasively presented. This person enriches the class and the quality of the discussion in positive ways.
- **B- Good:** Contributions in class reflects thorough preparation. Ideas offered are usually substantive; provides insights and sometimes direction for the class. Challenges are well substantiated and persuasively presented.
- **C- Adequate:** Contributions in class reflect satisfactory preparation. Ideas are sometimes substantive: provides generally useful insights, but seldom offers new direction for discussion. Challenges are well presented, fairly well substantiated and sometimes persuasive.
- **D- Non-Participant:** This person says little or nothing. There is inadequate basis for evaluation.

**ACADEMIC INFORMATION**

**Academic Accommodations:** If you have a disability, you can provide documentation to the Disabled Student Services Office. Please, call 747-5148 or visit Room 106 of the Student Union East. Accommodations may then be provided for you.

**Incompletes:** An incomplete (“I”) will be given only when there is a documented medical or family emergency and only if the student has passed the first half of the course. The student must make arrangements to complete the course with the instructor within five working days after the end of the term. If the student does not make arrangements with the instructor within five working days after the end of the term, an “F” for the course will be submitted.

**Drop Deadlines:** April 1st. Students are responsible for dropping the course or withdrawing.

**Electronic devices:** Cell phones and pagers must be in silent mode. **We will be conducting most of the class without computers. Please refrain from using any messenger apps while in class.** The use of any electronic device during class time must have prior permission from the instructor.

**Multiple Submissions:** If you wish to further pursue a paper from another course then we will discuss the content and the direction you wish to pursue. This does not guarantee agreement.
Course evaluations: Both a mid-course and final course evaluation will be conducted. The mid-course evaluation will be used to enable the instructor to make adjustments to the remainder of the course. Please, take the time to provide sufficient and constructive feedback.

Grades at Midterm: Students will be given an indication of their standing in the course on a regular basis and through the return of graded work on a timely basis, usually by the next class session of a due date.

COURSE BREAKDOWN AND GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Participation/Attendance</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Research Prospectus (1.5 -2 pages)</td>
<td>Feb 7th</td>
<td>5%</td>
</tr>
<tr>
<td>Sortie #1- 2 Observations</td>
<td>Feb 21st</td>
<td>10%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>Mar 13th</td>
<td>15%</td>
</tr>
<tr>
<td>4 page submission to AERA/ UCEA</td>
<td>TBA</td>
<td>5%</td>
</tr>
<tr>
<td>Literature Review Paper</td>
<td>April 24th</td>
<td>40%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>May 1st</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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ASSIGNMENT DESCRIPTION

1. **Participation/ Attendance (15 %) (Semester)**
   *Attendance is required*. Should you miss more than two classes you will not be able to receive anything higher than a “B” Grade.

   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 7th (Sunday Noon)**
   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. **Sorties- Fieldwork in Qualitative Research**
   One 5-6-page “sortie” 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 *ongoing, preliminary analysis* of the various types of data that you collect during the semesters.

   **Sortie #1: Two Observations (10%) Due: February 21st (Sunday Noon)**
   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.

4. **Annotated Bibliography 15% DUE: March 13th (Sunday Noon)**

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.

<table>
<thead>
<tr>
<th>Annotated Bibliography (15 %)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include 50-60 examples</td>
<td>30</td>
</tr>
<tr>
<td>Include Abstract in your own words (5-7 Lines)</td>
<td>15</td>
</tr>
</tbody>
</table>

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


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.


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 and atmosphere that fosters change in a positive manner.

5. **Literature Review Paper (40 %) DUE: April 30th (Sunday Noon)**

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
6. **Final PowerPoint Presentation (15 %) Due May 1st (Last Class)**

The poster presentation will cover the content of the literature review. Presentations will be no longer than 10 minutes with a 5-minute discussion period. The candidate will present no more than 10 slides. The candidate will NOT read from the slides but instead summarize. Slides will not be densely written but brief points, which the candidate will expand upon.

This is also an opportunity for creativity with your presentation. The purpose is to present the key findings from your literature review. It allows you to also present main gaps in the research. It also allows you to explore some of the potential future research. A key point is that you should be tying your work into Educational Leadership and Foundations. In other words, how does your research tie into EDLF and add to the body of knowledge.

7. **Important Dates**

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Change to Pass/Fail</td>
<td>Feb 12, 2016</td>
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<tr>
<td>March Break</td>
<td>March 7th to 11th 2016</td>
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<tr>
<td>Cesar Chavez Day/ Spring Study Day</td>
<td>March 25th, 2016</td>
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<tr>
<td>Dead Day</td>
<td>May 6th, 2016</td>
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<tr>
<td>Final Exams</td>
<td>May 9th to 13th 2016</td>
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<tr>
<td>Commencement</td>
<td>May 14th 2016</td>
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<tr>
<td>Final Grades</td>
<td>May 23rd 2016</td>
</tr>
</tbody>
</table>

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### 6315 QRMI- SEMINAR SCHEDULE SPRING 2016

<table>
<thead>
<tr>
<th>Wk. 01 Jan 19</th>
<th>Introduction to Qualitative Research Methods I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings</td>
<td><strong>Lichtman - Ch. 1 Introduction and Overview of the Field</strong></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.nova.edu/ssss/QR/QR17/onwuegbuzie.pdf">http://www.nova.edu/ssss/QR/QR17/onwuegbuzie.pdf</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wk. 02 Jan 26</th>
<th>Review of Syllabus: Introduction to Qualitative Research Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Guest Speakers</td>
<td><strong>Lichtman- Ch. 2: Learning how to be a Qualitative researcher</strong></td>
</tr>
<tr>
<td>b. Expectations</td>
<td><strong>Qualitative Research Chapter 4. (Handout)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wk. 03 Feb 2 (HY)</th>
<th>Finding your identity within the research Issues around Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings</td>
<td><strong>Lichtman- Ch. 3 Ethical Issues</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Mason, J. (2002). Finding a focus and knowing where you stand. In Qualitative Researching (2nd edition) (pp. 13-23).</strong></td>
</tr>
<tr>
<td></td>
<td><strong>B. Informal Exercise 1: 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</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Wk. 04 Feb 9</th>
<th>What questions can qualitative research address? How does one find a research question?“</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Readings</td>
<td><strong>Geertz, Clifford (1973). Thick description: Toward an interpretive theory of culture.</strong></td>
</tr>
</tbody>
</table>
| Wk. 05 Feb 16 (HY) | “The Ethics of Qualitative Research.” (Observation 2)  
A. Readings:  
1. Lichtman Chapter 3- Ethical Issues on Qualitative Research  
B. Subjective  
1. Lichtman Chapter 8- Reflectivity and Subjectivity  
|------------------|------------------------------------------|
| Wk. 06 Feb 23 | Research Designs: Locating a Method of research  
A. Discussion of Big Three  
B. Readings:  
1. Lichtman Chapter 4- Designing your own research- Five popular approaches  
2. Cresswell Ch. 4 – Five Qualitative Approaches to Inquiry.  
3. TBA |
|------------------|------------------------------------------|
| Wk. 07 Mar 1 | Research Design II: Other Approaches Mixed Methods  
A. Discussion of popular Approaches  
B. Readings:  
1. Lichtman Chapter 5- Designing your own research- Additional approaches  
3. TBA  
4. Mixed Methods (An introduction)  
D. DUE: Annotated Bibliography |
|------------------|------------------------------------------|
| Wk. 08 Mar 8 (HY) | The Literature Review I: Introduction  
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 Literature Review |
|------------------|------------------------------------------|
| Wk. 09 Mar 15 | The Literature Review II: Organization & Overview of Interview  
A. Summary vs. Synthesis?  
1. What is the difference?  
2. How does one develop Synthesis skills?  
B. Readings:  
1. Lichtman Chapter 10- Learning about Other Through Interviewing  
C. Informal Exercise: Complete Task 4.1 at the end of Spradley chapter (p. 84). Bring an extra-copy to share with a classmate. |
|------------------|------------------------------------------|
| Wk. 10 Mar 22 | Literature Review III: Data Organizing and Indexing- Themes, Codes  
A- Gaps in Research  
B- Readings:  
| Wk. 11 Mar 29 (HY) | **Literature Review IV: Themes and Codes & Race and Culture**  
**A. Discussion:** 1. What are the differences between Themes and Codes  
2. Introduction: Contextualizing race, culture and gender  
**B. Readings:**  
| Wk. 12 Apr 5 | **Literature Review V: Race and Culture**  
**A. Understanding Ethnographic Information**  
**B. Readings**  
2. Gathering and Interpreting Ethnographic Information (PDF) |
| Wk. 13 Apr 12 AERA (HY) | **The Literature Review II: Understanding the data WK 8**  
**A. What the data represents**  
**B. Readings**  
1. Lichtman Chapter 12- *Making Meaning from your Data*  
2. Collecting and Analyzing Data PDF |
| Wk. 14 Apr 19 (HY) | **Work on Final Paper and Poster Presentation**  
**DUE:** April 30th, Sunday Noon |
| Wk. 15 Apr 26 | **Future Research: Looking Ahead**  
**A. Readings:**  
1. Lichtman- *Future research- Where do you go from here*  
**B. Discussion on Research II in Fall and Summer Assignments** |
| Wk. 16 May 3 | **Final Presentations** |
|            | Summer Work |