Dr. Christina Convertino  
cconvertino@utep.edu  
EDUC 810  
Office Hours: Tuesdays and Wednesdays 4:00-5:30 PM  

TED 6323 [CRN 28728]/EDRS 6316 [28539]  
3 credit hours  
Wednesdays 5:30-8:20 PM  
EDUC 105  

COURSE DESCRIPTION  
This is the second course in a two-course sequence of doctoral level qualitative research methods. One objective of this course is for students to develop a foundation in conducting qualitative research. To do this, students will progress through an iterative cycle of data collection and analysis to produce a prototype of an individual research paper for submission to the American Educational Research Association annual meeting. Data collection and analysis will be based on the approved UTEP IRB basic qualitative pilot proposal (completed in the first course in this sequence, TED 6322/EDRS 6315). The second objective of this course is for students to expand their knowledge of qualitative research through further exposure to the multiple philosophical assumptions and research paradigms that reflect the historical developments and debates attributed to qualitative inquiry. Throughout the course, students will reflect on and address the ethics of conducting qualitative research with particular emphasis on researcher reflexivity and positionality.

COURSE OVERVIEW

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>DUE</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Course and Topics</td>
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<tr>
<td>1/23</td>
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<tr>
<td>2</td>
<td>Locating Qualitative Research</td>
<td>Erikson (BB)</td>
</tr>
<tr>
<td>1/30</td>
<td></td>
<td>Lincoln, Lynham, &amp; Guba (BB)</td>
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<td></td>
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<td>Atkinson (BB)</td>
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<td></td>
<td></td>
<td>Pascale (BB)</td>
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<tr>
<td></td>
<td></td>
<td><strong>Memo One: Observations and Reflexivity</strong> Bring Interview Transcript and Recorder to Class</td>
</tr>
<tr>
<td>3</td>
<td>Entering the Field</td>
<td>Delamont: Chapters (6-9)</td>
</tr>
<tr>
<td>2/06</td>
<td>EL3 Lab: Data Management</td>
<td><strong>Memo Two: Positionality and Reflexivity</strong> Make Initial Contact with Participants</td>
</tr>
<tr>
<td>4</td>
<td>Reflexivity in the Field</td>
<td>Sampson (BB)</td>
</tr>
<tr>
<td>2/13</td>
<td>EL3 Lab: Introduction to Transcription</td>
<td>Delamont: Chapter 3</td>
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<td>Henry (BB)</td>
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<td>Wang (BB)</td>
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<td><strong>Memo Three: Literature Review V.1</strong> Letter of UTEP IRB Approval Due</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
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</table>
| 5    | 2/20 | Qualitative Research Genres and Methods | Crewsell (BB)  
Creswell: Appendices B-F (BB)  
**Memo Four: Qualitative Methodologies** |
| 6    | 2/27 | Analyzing Qualitative Data: An Overview  
EL3 Lab: Transcribing Workshop | Ellingson (BB)  
Delamont: Chapter 11  
Merriam & Tisdell: Chapter 8 (pp. 195-236)  
Marshall & Rossman (BB)  
**Memo Five: Literature Review V.2**  
**Interviews (3) Completed**  
**Bring 15 minutes of interview recording to class** |
| 7    | 3/06 | Data Analysis and Types of Qualitative Research | Merriam & Tisdell: Chapter 8 (pp. 226-236)  
Perez (BB)  
Kennedy-Lewis et al. (BB)  
Givon & Court (BB)  
Friedner (BB)  
Seidman: Chapter 8 and pp. 145-152  
Torrez (BB)  
**Memo Six: Formative Data Analysis Memo** |
| 8    | 3/13 | Coding Data | Saldaña: Chapters 1 & 2  
**Memo Eight: Full Transcription of (1) Interview** |
| 9    | 3/20 | Spring Break | |
| 10   | 3/27 | Dealing with Validity, Reliability, and Ethics  
EL3 Lab: Second Cycle Coding | Merriam & Tisdell: Chapter 9  
Mishler (BB)  
Mathison (BB)  
**Memo Nine: Full Transcription of (2) Interviews**  
**Memo Ten: Validity/Trustworthiness Memo**  
**Memo Eleven: Coding Memo** |
| 11   | 4/03 | Exiting the Field | Figueroa (BB)  
Saldaña: Chapter 5 (pp. 234-244)  
**Memo Twelve: From Codes to Categories/Themes** |
| 12   | 4/10 | Writing Up Qualitative Research | Saldana: Chapter 6  
Merriam & Tisdell: Chapter 10  
**Student Presentations**  
**Memo Thirteen: Final Paper Template** |
### PREREQUISITE: TED 6322 (Approved UTEP IRB for basic qualitative pilot study, including approved district IRB where applicable)

This course shares the vision and mission of the College of Education because it promotes a culture of inquiry. It will provide opportunities for doctoral students to develop their knowledge and skills as novice qualitative researchers. Students will learn the role of qualitative research to expand the existing knowledge base in their field of study. The course will provide students with an essential theoretical, conceptual, and methodological foundation in qualitative research. Students will also reflect on how the pilot study might inform future development and design of research for the dissertation.

### COURSE GOALS AND STUDENT LEARNING OUTCOMES

Engaging in qualitative research is demanding. It involves extensive and intensive reading, writing, reflection, and discussion. The learning objectives and outcomes for this course will be achieved through a combination of readings, assignments, and activities. Successful learning outcomes will depend upon each individual student’s on-going commitment to engage with the intellectually challenging and time intensive work of understanding and doing qualitative research. To successfully complete this course, students will have submitted a final paper based on partial completion of UTEP IRB approved qualitative pilot study (see syllabus for specific requirements). Completion of the pilot study is not intended nor does it sufficiently constitute dissertation research. Rather the intent is to introduce students to the design and implementation of a basic qualitative pilot study, which may or may not inform the future development of a more extensive and developed dissertation proposal and study. The following table provides a list of the most relevant student learning outcomes for the course and the assessments that will be used to evaluate students’ learning.
<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS</th>
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<tbody>
<tr>
<td>1. Demonstrate an understanding of the major philosophical, theoretical, and disciplinary foundations and history of qualitative research.</td>
<td>Participation, Memos, Final Paper</td>
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<tr>
<td>2. Demonstrate knowledge of qualitative paradigms, including tensions and debates surrounding the research continuum.</td>
<td>Participation, Memos, Final Paper</td>
</tr>
<tr>
<td>3. Reflect on and explain issues related to ethics, reflexivity, and positionality involved in qualitative research.</td>
<td>Participation, Memos, Student Presentations, Final Paper</td>
</tr>
<tr>
<td>4. Engage in iterative processes of data collection and analysis to answer research questions outlined in UTEP IRB approved basic qualitative study.</td>
<td>Participation, Memos, Student Presentations, Final Paper</td>
</tr>
<tr>
<td>5. Learn about and apply qualitative principles of validity and trustworthiness while conducting UTEP IRB approved basic qualitative study.</td>
<td>Submission of complete proposal for basic qualitative pilot study to UTEP IRB</td>
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</table>

**REQUIRED COURSE MATERIALS**

**REQUIRED TEXTS:**

**REQUIRED COURSE READINGS (available on BB)**


**RECOMMENDED (Optional)**


Fine, M. & Weis, L. (2010). Writing the “wrongs” of fieldwork. In W. Luttrell (Ed.). *Qualitative educational research: Readings in reflexive methodology and transformative practice* (pp. 448-
COURSE ASSIGNMENTS

One fundamental principle guiding this course is the idea that qualitative research is much more than a set of data collection methods. This course is designed to deepen your understanding and appreciation of qualitative research and to provide a structured forum to begin to develop basic qualitative research skills. To do this, the course requires you to understand and reflect on the epistemological, ontological, philosophical and ethical dimensions of conducting qualitative research. The assignments for this course represent the cumulative and reiterative steps involved in conducting qualitative research to help you create and execute aspects of a small-scale (pilot) research project based on an UTEP IRB approved basic qualitative research proposal (see course calendar for last date to submit a copy of IRB approval to professor). In total, course assignments will help you to learn and to pilot the basic steps involved in conducting qualitative research: however, the research conducted in this course is not equivalent to or adequate to constitute the design and implementation of a qualitative research study for the purposes of the dissertation.

This course requires you to conduct fieldwork. Prior to the start of your fieldwork you must have UTEP IRB approval for your basic, pilot qualitative study (designed during the first course in this sequence: TED 6322/EDRS 6315), this includes additional district or related IRB approval as applicable. This is a mandatory requirement for this course (see course schedule for last date to submit a copy of IRB approval(s) to professor).

Due to the time intensive and developmental nature of conducting qualitative research, it is imperative that you make the necessary arrangements in your schedule to complete the cumulative steps in this course by the specified due dates (see course schedule for specific due dates). It is your responsibility to identify your setting and participants and to schedule all data collection to meet completion of course assignments (see course calendar for specific due dates). It is strongly recommended that you allow extra time in case of unanticipated setbacks, which are not uncommon when conducting qualitative research, i.e. a participant gets sick and needs to reschedule interview and so on.

Due to the cumulative and hands-on nature of this course, late assignments will not be accepted. Failure to meet deadlines will have a negative impact on individual and group learning and may prevent you from advancing in the course to successful completion.
All assignments should be uploaded to BB, a link to upload each assignment can be found in the weekly folder that corresponds with the week that the assignment is scheduled to be due, unless otherwise noted or modified, in which case, students will be provided with alternate instructions for submission in advance. File name must include, last name, specific assignment, and date, i.e. Convertino_Memo_One_1_30.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>PARTICIPATION</td>
<td>30%</td>
</tr>
<tr>
<td>MEMOS</td>
<td>30%</td>
</tr>
<tr>
<td>STUDENT PRESENTATIONS</td>
<td>10%</td>
</tr>
<tr>
<td>FINAL PAPER</td>
<td>30%</td>
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</table>

**PARTICIPATION (30% of grade)**

Participation is essential to learning and to completion of assignments. For the majority of our face-to-face class meetings, participation is comprised of four main areas: preparation, contribution, structured conversations, and reflection. Preparation requires students to thoughtfully complete all assigned readings and to prepare typed notes on each of the assigned readings, following the WRA guidelines, which are posted on BB in content folder, Weekly Reading Assignment. Students are required to bring a print out of their typed WRA to each class meeting. Preparation also requires student to bring other scheduled assignments to class as per the course schedule and guidelines.

Contribution requires students to arrive to class on time and to remain engaged throughout the entire class meeting. Contribution also requires students to be prepared to share and explain readings in the moment using their reading notes. Contribution requires students to advance their own learning and the learning of their peers through relevant and thoughtful insights, observations, and questions. Structured conversations require students to provide timely, consistent, quality feedback to their research peer(s). Structured conversations require students to listen actively and reflectively to research peer(s) to ensure that they provide applicable and accurate feedback based on course content. Reflection requires students to think deeply and honestly about their learning process. Reflection requires students to provide a weekly, written formative assessment of their learning process.

Students will complete a self-evaluation on each of the four main areas of participation at the end of each face-to-face class meeting. Participation in on-line class meetings will be based on specific activities and assignments with more detail on this process to be presented in class. We will use the following rubric to evaluate the four areas of participation. I will inform students if I observe discrepancies in their evaluation.

<table>
<thead>
<tr>
<th>1-8 pt(s.)</th>
<th>0 pts.</th>
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<tbody>
<tr>
<td>Student has thoughtfully completed all required readings=1 pt.</td>
<td>Student has not completed all required readings=0 pt.</td>
</tr>
<tr>
<td>Student has completed reading notes for each of the required readings following WRA guidelines and has brought a print out of their notes to class=1 pt.</td>
<td>Student has not completed reading notes for each of the required readings and has not brought a print out of their notes to class=0 pt.</td>
</tr>
<tr>
<td>Student has completed and brought scheduled assignments to class as per course schedule and</td>
<td>Student has not completed and brought scheduled assignments to class as per course schedule and guidelines=0 pt.</td>
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</table>
### MEMOS

Memos help to guide a developmental approach to learning. Memos focus on multiple aspects, topics, and phases involved in the research process, including but not limited to: researcher reflexivity and positionality, the literature review, data collection and analysis, writing up the research, etc. As a consequence, memos are instrumental and essential for completion of the final research presentation and paper.

The specific topic and guidelines for each memo are to be found on BB. All memos will be uploaded to BB by or before 5 PM on designated due date (consult course schedule for dates). In addition, you will bring copies of your memo to class (the exact number is TBD), unless otherwise indicated.

**NO LATE ASSIGNMENTS WILL BE ACCEPTED. NO EXCEPTIONS.**

I will use the following rubric to evaluate memos:

<table>
<thead>
<tr>
<th>90-100 pts.</th>
<th>80-89 pts.</th>
<th>70-79 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memo is completed as per guidelines.</td>
<td>Memo is mostly completed as per guidelines.</td>
<td>Memo is partially completed as per guidelines.</td>
</tr>
<tr>
<td>Memo demonstrates thoughtful and reflective development of the research process.</td>
<td>Memo demonstrates mostly thoughtful and reflective development of the research process.</td>
<td>Memo demonstrates partially thoughtful and reflective development of the research process.</td>
</tr>
<tr>
<td>Memo demonstrates solid, foundational understanding and application of qualitative research.</td>
<td>Memo demonstrates mostly solid, foundational understanding and application of qualitative research.</td>
<td>Memo demonstrates incomplete foundational understanding and application of qualitative research.</td>
</tr>
<tr>
<td>Memo is free from all formatting and most grammatical errors and is concisely and well written.</td>
<td>Memo is free from all formatting and most grammatical errors and is concisely and well written.</td>
<td>Memo contains formatting and grammatical errors and/or is not concise or well written.</td>
</tr>
</tbody>
</table>
STUDENT PRESENTATIONS (10% of grade)
Student presentations provide a structured opportunity to share your learning process with the entire class in order to receive formative feedback. There will be two different student presentations (consult course schedule for dates). Specific guidelines will be provided and posted on BB in the content folder that corresponds with the weeks that presentations are scheduled. Rubrics for student presentations will be provided in-class.

FINAL PAPER (30% of grade)
This assignment is the final individual research paper proposal (based on the 2019 AERA Annual Meeting Conference Submission Call). Completed memos contribute but do not comprise the final development of this paper.
The final research paper must:
- Follow AERA call for submission guidelines for individual paper submissions (guidelines can be found on BB);
- Reflect revisions based on prior peer and professor feedback provided through memos, in-class discussions, and individual conversations/meeting with the professor;
- Be submitted to BB, see course schedule for due date and time.

NO LATE ASSIGNMENTS WILL BE ACCEPTED. NO EXCEPTIONS.
I will use the following rubric to evaluate this assignment:

<table>
<thead>
<tr>
<th>90-100 pts.</th>
<th>80-89 pts.</th>
<th>79-70 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The paper is thoughtful, engaging, and clearly written.</td>
<td>The paper is mostly thoughtful, engaging, and clearly written.</td>
<td>The paper is partially thoughtful, engaging, and clearly written.</td>
</tr>
<tr>
<td>The paper addresses the theme of the conference.</td>
<td>The paper addresses the theme of the conference.</td>
<td>The paper partially addresses the theme of the conference.</td>
</tr>
<tr>
<td>The paper is written in the form of a complete narrative.</td>
<td>The paper is written in the form of a complete narrative.</td>
<td>The paper is written in the form of a complete narrative.</td>
</tr>
<tr>
<td>The paper adequately addresses the following six elements and represents a coherent and logical conceptual framework: 1. Objectives or purposes 2. Perspective(s) or theoretical framework 3. Methods, techniques, or modes of inquiry 4. Data sources, evidence, objects, or materials 5. Results and/or substantiated conclusions or warrants for arguments/point of view. 6. Scientific or scholarly significance of the study or work.</td>
<td>The paper mostly addresses the following six elements and represents a coherent and logical framework: 1. Objectives or purposes 2. Perspective(s) or theoretical framework 3. Methods, techniques, or modes of inquiry 4. Data sources, evidence, objects, or materials 5. Results and/or substantiated conclusions or warrants for arguments/point of view. 6. Scientific or scholarly significance of the study or work.</td>
<td>The paper addresses 75% of the following six elements and partially represents a coherent and logical framework: 1. Objectives or purposes 2. Perspective(s) or theoretical framework 3. Methods, techniques, or modes of inquiry 4. Data sources, evidence, objects, or materials 5. Results and/or substantiated conclusions or warrants for arguments/point of view. 6. Scientific or scholarly significance of the study or work.</td>
</tr>
<tr>
<td>The revised paper incorporates suggested revisions and includes a table as per assignment guidelines.</td>
<td>The revised paper mostly incorporates suggested revisions and includes a table as per assignment guidelines.</td>
<td>The revised paper partially incorporates suggested revisions and includes a table as per assignment guidelines.</td>
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**EVALUATION OF ASSIGNMENTS**

“A” means work that clearly exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and will communicate its points clearly and effectively. It will also demonstrate engagement with, insights into, and original interpretation of course material.

“B” means work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some aspects of “A” work, particularly written work that demonstrates less robust data collection, “forced” analysis and/or less significant insight into the material, frequent grammatical errors, and/or organizational inconsistencies.

“C” means work that omits one or more aspects of an assignment, does not attend to specific assignment guidelines/requirements, demonstrates thin data collection, superficial analysis and/or includes poorly constructed, unsupported, or inconsistent arguments characterize the work. Work with multiple spelling, grammatical and editing errors also falls into this category.

**Below a C is failing a graduate course or a graduate assignment.**

**COURSE POLICIES**

**Preparation and Participation**
It is expected that students will take advantage of this course to develop a deeper understanding of what it means to conduct qualitative research. To do this, students need to read, think, research, analyze, and write as a scholar. Students are expected to complete all the readings, interpret them, discuss them with peers, and use them to develop qualitative research skills. Students are expected to attend class and actively participate in discussions and activities. Students are also required to have and submit evidence of all IRB related approvals (see course calendar for deadline). Failure to obtain timely IRB approval (UTEP and district/school where required) will prevent advancement in the course- it is a mandatory course requirement that each student obtain IRB approval by specified deadline. If student is unable to meet this deadline, they must contact the professor in advance.

The class is a 3-credit doctoral course. **It is recommend that students plan to spend approximately 12-15 hours**, in addition to the three weekly contact hours on this course. However, this may vary from week to week, particularly during the weeks that involve fieldwork, transcription of interviews, analysis, and writing. As previously stated, students are responsible for attending class prepared to explore points and questions with colleagues. This class will be conducted in primarily a seminar style. The expression of diverse viewpoints as well as requests for clarification and elaboration should be cordial, respectful, and contribute in a positive and productive manner to the collective learning community. Requests for clarification and elaboration that are more individually focused are best addressed one-on-one with professor during office hours or by appointment. Discussion should be
evenly distributed amongst all course members. The ability to listen closely and with an open-mind represent essential skills involved in conducting qualitative research. Students are expected to practice those skills in class discussions.

**Attendance and punctuality**

Unexcused absences exceeding 1 class meeting will result in a loss of 5 points to final grade. With 3 absences, the professor reserves the right to drop a student from the class. Please, notify the professor in the case of an emergency. Excused absences require authorized documentation (i.e. doctor’s note). Please inform the professor of professional travel that will result in an absence. It is also important that students arrive on time to class since late arrivals and early departures are disruptive. In the case of a late arrival due to unforeseen circumstances, contact a fellow class member and ask them to inform the professor. In the case of an absence or a late arrival, the student is responsible for consulting with a fellow class member or visiting the professor during office hours to obtain missed material, information, assignments, including group work.

**Assignments**

Late assignments will NOT be accepted in this course. The assignments in this class require a lot of planning and are cumulative. Students are expected to arrange their schedule to plan for required data collection and to complete the assignments based on established deadlines (see course calendar). Turn in all assignments through Blackboard. Use APA style in all written assignments.

**IRB and confidentiality**

It is an ethical necessity and course requirement to have IRB approval in order to complete the assignments for this course. See course schedule for the last date to submit evidence of all IRB related approvals. The privacy and identity of persons observed or interviewed should be protected in all written materials. Therefore, please use pseudonyms.

**Email and Blackboard**

UTEP email and BB are the primary modes of communication used between class meetings, please check both for messages, and/or updates on a regular basis. Students are responsible for any communication sent via UTEP email and/or BB.

**Cell phones and other electronic devices**

Students must limit the use of cell phones and electronic devices to course-related work and activities during class meetings. Use of cellphones is a major distraction for students and for the professor. It can also be perceived as a sign of disinterest, disengagement, and/or disrespect. In the case of extenuating circumstances that require a student to make a call during class, the student should step out of the room and return promptly when the call is completed.

**Academic honesty**

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed
in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

**Classroom Accommodations**

If a student has or believes they have a disability, they may wish to self-identify. The student can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If a student has a condition which may affect their ability to exit safely from the premises in an emergency or which may cause an emergency during class, the student is encouraged to discuss this in confidence with the professor and/or the director of Disabled Student Services. Students may call 747-5148 for general information about the Americans with Disabilities Act (ADA).