Qualitative Research I: TED 6322/EDRS 6315  
Fall 2017

Dr. Christina Convertino  
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Office: Education Bldg 810  
Office hours: T and W 4:00-5:30 PM  
TED 6322 [CRN 18566]/EDRS 6315 [CRN 18435]  
3 credit hours  
Meets: Wednesdays 6:00-8:50 PM  
EDUC 110

COURSE DESCRIPTION
This is the first course in a two-course sequence of doctoral-level qualitative research methods. This course will provide students with a basic foundation in qualitative research. To do this, the course will include an overview of the major philosophical assumptions and interpretive frames that constitute qualitative research as well as an overview of the six major qualitative approaches to inquiry. The course will also focus on the different components involved in designing a basic qualitative pilot study. Through readings, in-class activities, written assignments, and with guidance from the instructor and peers, students will design and submit a research proposal for a basic qualitative pilot study to UTEP IRB. Students must submit the final version of the research proposal for a basic qualitative pilot study to UTEP IRB in order to complete the course (see course schedule for exact deadline to submit). Also, please note that in order to: (a) enroll in Qualitative II TED 6322, (b) conduct the study, and/or (b) publish and/or present findings from the study, students must first receive final approval of the qualitative pilot study proposal from UTEP IRB.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aug 30</td>
<td>Introduction to course</td>
<td></td>
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</tbody>
</table>
| 2 Sept 6 | What is qualitative research?  
Selecting a topic | WRA 1 on:  
Ch 1-Bogdan & Biklen (BB)  
Ch 1-Merriam & Tisdell  
Article-Hubain et al., 2006 (BB)  
Ch 2-Bell (BB) |
| 3 Sept 13 | Philosophical Assumptions and Interpretive Frames  
Literature Review | WRA 2 on:  
Ch 2-Creswell  
Article-Montuouri, 2005 (BB)  
Ch 2-Delamont (BB)  
Memo 1: Topic (bring 5 copies to class and BB) |
| 4 Sept 20 | Designing Your Study  
Conceptual and Theoretical Framework | WRA 3 on:  
Ch 3-Creswell  
Ch 4-Merriam & Tisdell  
Ch 1-Ravitch & Riggan (BB)  
Ch 13-Mertz & Anfara (BB)  
Ch 11-Peterson (BB) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>WRA</th>
<th>Assignments/Notes</th>
</tr>
</thead>
</table>
| Sept 27  | Six Major Qualitative Approaches to Inquiry | **WRA 4 on:** | Ch 2-Merriam & Tisdell  
Ch 4-Creswell  
Article-Vetter, 2010 (BB)  
Annotated Bibliography 1: 3 entries (bring 5 copies to class & BB) |
| Oct 4    | Proposing Research           | **WRA 5 on:**  | Ch 6-Creswell  
Ch 3 & 4-Seidman  
Memo 2: Research Questions (bring 5 copies to class & BB)  
Annotated Bibliography 2: 5 entries (bring 5 copies to class & BB) |
| Oct 11   | Ethics: IRB and Consent      | **WRA 6 on:**  | Ch 5-Seidman  
Memo 3: Ethical, Moral, and Political Dilemmas (bring 5 copies to class & BB)  
Annotated Bibliography 3: 7 entries (bring 5 copies to class & BB) |
| Oct 18   | Fieldwork                   | Annotated Bibliography 4: 10 entries (BB)  
CITI Certificate of Completion (BB) |
| Oct 25   | Data Collection             | **WRA 7 on:**  | Ch 7-Seidman  
Ch 5, 6, 7-Merriam & Tisdell  
Memo 4: Concretizing your Questions (BB) |
| Nov 1    | Research Purpose Statement  | Research Purpose Statement (bring 5 copies to class & BB) |
| Nov 8    | Fieldwork                   | **Site Letter (BB)**  
Memo 5: Methodology and data collection methods, sampling and recruitment (BB)  
Revised Research Purpose Statement (BB) |
| Nov 15   | Positionality               | **WRA 8 on:**  | Ch 11-Luttrell (BB)  
Ch 21-Villenas (BB)  
Consent Form (bring 5 copies to class and BB)  
Memo 6: Revised statement of methodology, methods, sampling, recruitment (bring 5 copies to class & BB)  
Memo 7: Research Instruments (bring 5 copies to class & BB) |
| Nov 22   | Field Work                  | Memo 8: Revised instruments (BB)  
Memo 9: Revised consent form (BB) |

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COURSE IN RELATION TO COLLEGE OF EDUCATION’S CONCEPTUAL THEME
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 researchers to design a basic qualitative pilot study in a topic related to their field of study.

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 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 UTEP IRB proposal for a well-developed and well-written basic qualitative pilot study by the completion of the course. The pilot study is not intended nor does it sufficiently constitute the proposal for 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 qualitative project proposal for dissertation research. 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 student learning.

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of the major philosophical, theoretical, and disciplinary foundations of qualitative research.</td>
<td>WRA\nIn-class discussions\nMemos\nResearch Proposal</td>
</tr>
<tr>
<td>2. Demonstrate knowledge of the six major approaches to qualitative inquiry.</td>
<td>WRA\nIn-class discussions</td>
</tr>
<tr>
<td>3. Reflect on and explain issues related to ethics and researcher positionality in qualitative research.</td>
<td>WRA\nIn-class discussions\nMemos\nResearch Proposal</td>
</tr>
<tr>
<td>4. Write a research problem statement based on extensive literature review of research topic.</td>
<td>Annotated Bibliography\nMemos\nIn-class discussions\nResearch Problem Statement</td>
</tr>
<tr>
<td>5. Design and develop all components of a basic qualitative research proposal.</td>
<td>Memos\nIn-class discussions\nAnnotated Bibliography\nResearch Problem Statement</td>
</tr>
</tbody>
</table>
6. Design and submit a basic qualitative pilot study using the UTEP IRB project proposal template.

Submission of complete proposal for basic qualitative pilot study to UTEP IRB

REQUIRED COURSE MATERIALS

REQUIRED TEXTS: (Online texts are acceptable, however, all required course texts must be in the edition listed below).


REQUIRED COURSE READINGS (available on BB):


COURSE OVERVIEW

A fundamental principle guiding this course is 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. To do this, the course requires you to engage with and reflect on the
philosophical, ethical, and practical dimensions involved in designing and implementing qualitative research.

The assignments for this course are meant to facilitate your understanding of qualitative research and to guide you through the reiterative steps involved in designing a proposal for a basic qualitative pilot study. Course assignments will introduce you to qualitative research design but are not equivalent to or adequate to constitute a proposal for a qualitative dissertation study. In addition, as the first course in a two-course sequence, this course is focused on the design of the study and not conducting the actual study. The second course in this sequence is focused on conducting data collection and analysis of the UTEP IRB approved basic qualitative pilot study.

As part of our class discussions and activities, you will share specified assignments with your class members in order to give and to receive peer feedback. For certain activities, you will need to bring: 1) multiple copies of your work to share with class members (consult course schedule for when you need to bring copies), and 2) a list of questions or issues that emerged while you were completing the assignment. Class members will be asked to listen and to provide feedback in response to questions and issues that you share.

Evidence of submission of the course-approved basic qualitative pilot study proposal to UTEP IRB must be uploaded to Blackboard (consult course schedule for due dates) in order to complete the course.

While I have made every effort to reasonably pace the course to meet the learning objectives and outcomes, it is ultimately your responsibility to manage your time and to meet deadlines. No late assignments will be accepted, no exceptions. Failure to meet deadlines will have a negative impact on individual and collective learning experiences and will prevent you from advancing in the course to successful completion.

GRADING & ASSIGNMENTS
“A” means that assignments clearly exceed expectations. Assignments falling into this category will demonstrate clarity of purpose, organization, and will meet assignment requirements concisely and effectively. It will also demonstrate thoughtful engagement with and insights into course material.

“B” means that assignments meet expectations, meaning that all aspects of the assignment are completed, but lack some important aspects of “A” work, i.e., clarity of purpose, effective communication of ideas, adequate demonstration of reflection and comprehension.

“C” means that assignments are missing one or more required components, do not attend to specific assignment guidelines/requirements, demonstrate thin engagement with course content, represent superficial application of course topics, and/or are based on poorly constructed, unsupported, or inconsistent arguments.

Below a C is failing a graduate course or a graduate assignment.
Summary of Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEKLY READING ASSIGNMENT (WRA)</td>
<td>20%</td>
</tr>
<tr>
<td>MEMOS</td>
<td>20%</td>
</tr>
<tr>
<td>ANNOTATED BIBLIOGRAPHY</td>
<td>20%</td>
</tr>
<tr>
<td>RESEARCH PROBLEM STATEMENT (ORIGINAL AND REVISED)</td>
<td>20%</td>
</tr>
<tr>
<td>UTEP IRB APPROVAL (ORIGINAL AND REVISED)</td>
<td>20%</td>
</tr>
</tbody>
</table>

**WEEKLY READING ASSIGNMENT (WRA) (20% of grade)**

To help you learn course content and to facilitate our in-class discussions, you will write complete a weekly reading assignment (WRA) for each required reading in a given week. For each required reading you will summarize the reading in (75-100 words). The WRA is a content-based assessment. It is meant to ensure that you: (a) have completed the readings, (b) understand the main ideas of each reading, (c) are able to concisely paraphrase and summarize course content.

WRAs must be:

- written clearly and without grammatical errors;
- written in your own words and contain NO quotes or citations from the reading;
- based on content and not focused on reflection and/or your personal response or evaluation of reading;
- submitted to Blackboard as an attached word file. All attachments must use the following title: [your last name]_wra[#]_[date].docx;
- submitted to Blackboard the preceding Tuesday by 11 PM.

**NO LATE OR MAKEUP ASSIGNMENTS WILL BE ACCEPTED.**

I will use the following rubric to evaluate each WRA:

<table>
<thead>
<tr>
<th>90-100 pts.</th>
<th>80-89 pts.</th>
<th>79-70 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a WRA for each of the week's readings.</td>
<td>There is a WRA for each of the week's readings.</td>
<td>There is a WRA for 75% of the week's readings.</td>
</tr>
<tr>
<td>WRA shows careful and thoughtful consideration of each reading.</td>
<td>WRA shows mostly careful and thoughtful consideration of each reading.</td>
<td>WRA shows somewhat careful and thoughtful consideration of each reading.</td>
</tr>
<tr>
<td>WRA provides a concise summary of main ideas of each reading, and does not include personal response or reflection on or about reading.</td>
<td>WRA provides a concise summary of main ideas of each reading, and does not include personal response or reflection on or about reading.</td>
<td>WRA provides a partially concise summary of main ideas of each reading, and does not include personal response or reflection on or about reading.</td>
</tr>
<tr>
<td>WRA does not include any citations or quotes from the readings.</td>
<td>WRA does not include any citations or quotes from the readings.</td>
<td>WRA does not include any citations or quotes from the readings.</td>
</tr>
<tr>
<td>WRA is clearly written, without grammatical errors, is within the word limit, and is entirely in your own words (completely paraphrased).</td>
<td>WRA is clearly written, without grammatical errors, is within the word limit, and is entirely in your own words (completely paraphrased).</td>
<td>WRA is entirely in your own words (completely paraphrased).</td>
</tr>
<tr>
<td>Work contains grammatical or sentence structure errors that are disruptive.</td>
<td></td>
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</tbody>
</table>
ANOTATED BIBLIOGRAPHY (AB) *(20% of grade)*

For this assignment, you will develop an annotated bibliography, which will be used to develop the literature review section of your IRB project proposal (background and significance). Your final annotated bibliography will contain a total of 10 entries. However, you will have to read well above this number in order to determine and select the literature that is most relevant to the topic of your study (background and significance).

To be accepted for evaluation, your annotated bibliography must:
- include all bibliographic details according to APA guidelines;
- be based on empirical and theoretical scholarship related to your topic (sources must come from high-quality peer-reviewed journals. A partial list of top journals in education will be provided in class);
- include 10 key features (these features will be provided in class);
- be 150-100 words per annotation.

**NO LATE OR MAKEUP ASSIGNMENTS WILL BE ACCEPTED.**

I will use the following rubric to evaluate your annotated bibliography:

<table>
<thead>
<tr>
<th>90-100 pts.</th>
<th>80-89 pts.</th>
<th>79-70 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bibliography contains assigned number of entries for that date.</td>
<td>The bibliography contains assigned number of entries for that date.</td>
<td>The bibliography is missing 1 of total number of entries assigned for that date.</td>
</tr>
<tr>
<td>Entries are relevant to your topic and based on peer reviewed academic work and/or seminal scholarship in your field of study.</td>
<td>Entries are relevant to your topic and based on peer reviewed academic work and/or seminal scholarship in your field of study.</td>
<td>Entries are relevant to your topic and based on peer reviewed academic work and/or seminal scholarship in your field of study.</td>
</tr>
<tr>
<td>Entries include all 10 key features.</td>
<td>Entries are missing 1 key feature.</td>
<td>Entries are missing 1-2 key features.</td>
</tr>
<tr>
<td>Entries are summative and concise.</td>
<td>Entries are summative and concise.</td>
<td>Entries are summative and concise.</td>
</tr>
<tr>
<td>Work is edited and follows APA citation guidelines.</td>
<td>Work is edited and follows APA citation guidelines.</td>
<td>Work is edited and follows APA citation guidelines.</td>
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</table>

MEMOS *(20% of grade)*

Memos will help you to develop the different parts of your conceptual framework. Specific guidelines for memos are to be found in the instructions on each individual memo, which can be found on BB in the weekly content folder that corresponds with the week the Memo is due, i.e. Memo_1 can be found in content folder, Week Three (there are a total of 10 memos, consult course schedule for dates). You will complete each Memo prior to the designated class meeting, submit the completed Memo to BB, and bring 5 copies of each completed memo to class where indicated (consult course schedule).

**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 completed as per guidelines.</td>
<td>Memo is completed as per guidelines.</td>
</tr>
<tr>
<td>Memo demonstrates thoughtful and reflective development of conceptual framework.</td>
<td>Memo demonstrates mostly thoughtful and reflective development of conceptual framework.</td>
<td>Memo demonstrates partially thoughtful and reflective development of conceptual framework.</td>
</tr>
<tr>
<td>Memo demonstrates correct understanding and application of qualitative research.</td>
<td>Memo demonstrates mostly correct understanding and application of qualitative research.</td>
<td>Memo demonstrates partially correct understanding and application of qualitative research.</td>
</tr>
<tr>
<td>Memo is logical, well organized, and without grammar and/or spelling errors.</td>
<td>Memo is logical, well organized, and without grammar and/or spelling errors.</td>
<td>Memo is logical, well organized, and without grammar and/or spelling errors.</td>
</tr>
</tbody>
</table>

**RESEARCH PROBLEM STATEMENT (RPS) (20% of grade)**

For this assignment, you will write and then re-write your research problem statement based on feedback. The research problem statement constitutes the following two sections of the UTEP IRB proposal: (a) goals of the project and research questions, and (b) background and significance of the study. The research problem statement will be based primarily on your annotated bibliography and your memos.

Your research problem statement must:

- clearly state the purpose and include 2-3 overarching research questions guiding your proposed basic qualitative pilot study;
- concisely situate your proposed basic qualitative pilot study in the relevant literature, demonstrate the theoretical framework guiding your study, make clear the need and contribution that your proposed study will make to the field of study;
- be formatted according to APA guidelines in order to be accepted for evaluation;
- be well-written and logically organized to align with your conceptual framework;
- be between 2,000-3,000 words.

You will bring 5 copies of the first version of your research problem statement to class, which you will also submit to Blackboard (consult course schedule for dates). You will then submit the revised version of your research problem statement to Blackboard (consult course schedule for date).

**NO LATE OR MAKEUP ASSIGNMENTS WILL BE ACCEPTED.**
I will use the following rubric to evaluate your research problem statement.

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<thead>
<tr>
<th>90-100 pts.</th>
<th>80-89 pts.</th>
<th>70-79 pts.</th>
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</thead>
<tbody>
<tr>
<td>The purpose of the proposed study and research questions are clearly stated and justified.</td>
<td>The purpose of the proposed study and research questions are clearly stated and justified.</td>
<td>The purpose of the proposed study and research questions are clearly stated and justified.</td>
</tr>
<tr>
<td>The proposed study is well situated in the literature.</td>
<td>The proposed study is mostly well situated in the literature.</td>
<td>The proposed study is partially situated in the literature.</td>
</tr>
<tr>
<td>The theoretical framework is identified, explained, and connected to the purpose of the study.</td>
<td>The theoretical framework is identified, explained, and connected to the purpose of the study.</td>
<td>The theoretical framework is partially identified, explained, and connected to the purpose of the study.</td>
</tr>
<tr>
<td>The contribution of the proposed study is justified and based in a thorough review of the related literature.</td>
<td>The contribution of the proposed study is mostly justified and based in a thorough review of the related literature.</td>
<td>The contribution of the proposed study is mostly justified and based in a thorough review of the related literature.</td>
</tr>
<tr>
<td>The proposed study is well written (free of grammar and spelling errors) and aligned with the conceptual framework.</td>
<td>The proposed study is well written (free of grammar and spelling errors) and aligned with the conceptual framework.</td>
<td>The proposed study is well written (free of grammar and spelling errors) and aligned with the conceptual framework.</td>
</tr>
<tr>
<td>The research problem statement is 2,000-3,000 words.</td>
<td>The research problem statement is 2,000-3,000 words.</td>
<td>The research problem statement is 2,000-3,000 words.</td>
</tr>
</tbody>
</table>

**UTEP IRB PROPOSAL** *(20% of grade)*

This assignment is the culmination of your work in this course. For this assignment, you will use the UTEP IRB proposal template to complete a full draft of your proposed basic qualitative pilot study. Following this step, you will then use feedback from your peers and myself to write a revised and final version of the proposal (see course schedule for when you will need to bring 5 copies to class). Upon receipt of my approval, the final version of your proposal will be submitted to UTEP IRB for review (consult course schedule for due date). You must submit the final approved version of your UTEP IRB proposal for a basic qualitative pilot study designed in this course in order to complete the course.

Your proposal must:

- be done using UTEP IRB proposal template;
- be based on your prior work in the course (annotated bibliography, WRA, memos, research problem statement, etc);
- include all required parts of conceptual framework and proposal template;
- have my approval prior to submission to UTEP IRB;
- be free of errors;
- be formatted using APA guidelines to be evaluated.

**NO LATE ASSIGNMENTS WILL BE ACCEPTED. NO EXCEPTIONS.**
I will use the following rubric to evaluate your UTEP IRB proposal for a basic qualitative pilot study:

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<thead>
<tr>
<th>90-100 pts.</th>
<th>80-89 pts.</th>
<th>79-70 pts.</th>
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</thead>
<tbody>
<tr>
<td>The proposal includes all required components, i.e. purpose of the study grounded in literature review and theoretical framework, overarching research questions, site letter, sampling, recruitment tools, consent letters, methodology, data collection methods, protocols for data collection, analysis, etc.</td>
<td>The proposal includes all required components, i.e. purpose of the study grounded in literature review and theoretical framework, overarching research questions, site letter, sampling, recruitment tools, consent letters, methodology, data collection methods, protocols for data collection, analysis, etc.</td>
<td>The proposal includes all required components, i.e. purpose of the study grounded in literature review and theoretical framework, overarching research questions, site letter, sampling, recruitment tools, consent letters, methodology, data collection methods, protocols for data collection, analysis, etc.</td>
</tr>
<tr>
<td>The proposal provides compelling and concise justification for the study (background and significance);</td>
<td>The proposal provides a mostly compelling and concise justification for the study (background and significance);</td>
<td>The proposal provides a partially compelling and concise justification for the study (background and significance);</td>
</tr>
<tr>
<td>The proposal reflects a solid conceptual framework;</td>
<td>The proposal reflects an adequate conceptual framework;</td>
<td>The proposal reflects an adequate conceptual framework;</td>
</tr>
<tr>
<td>The proposal is edited and follows APA guidelines.</td>
<td>The proposal is edited and follows APA guidelines.</td>
<td>The proposal is edited and follows APA guidelines.</td>
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</tbody>
</table>

**COURSE POLICIES, NORMS, & EXPECTATIONS**

**Preparation and Participation**
Take advantage of this course to develop an understanding of what it means to conduct qualitative research. Read, think, research, analyze and write as a scholar. Students are expected to complete all readings and assignments. Students are also expected to attend class and actively participate in discussions and activities.

The class is a 3-credit course. **I recommend that students plan to spend approximately 15 hours on course readings and assignments every week**, in addition to the three weekly contact hours. However, this may vary from week-to-week and from student-to-student. This class will be conducted in primarily a seminar style. The expression of diverse viewpoints as well as requests for clarification and elaboration among classmates should be cordial and respectful. Discussion should be evenly distributed amongst all course members. The ability to listen closely and with an open mind is an essential skill needed to conduct qualitative research. Students will benefit from revisiting course readings after group discussions.

**Attendance and punctuality**
Attendance and participation are critical to your learning and success in this course. With more than 2 absences, I reserve the right to drop a student from the class. Please inform me in advance of potential absences. Also, please note that you are responsible for missed content and in-class information/activities due to an absence. In the case of an absence, you will need to contact a peer in the class to request missed content and in-class information/activities. Because you will work in groups to provide feedback on the development of your research design, absences will impact not only the individual student but also your group, be sure to communicate with your group in the case of an absence. Students who are late to class or leave early will be counted as absent for that class, unless
some prior arrangement is made with the instructor based on an outstanding circumstance. Arrange your schedules, transportation, and meetings so you are prepared to arrive on time and engage in class fully.

**Course Values**
The values and norms guiding this course are based on the Principles of Civility for the National Endowment of Humanities (NEH) Seminars. Discussion, interactions, and assignments should be:

- Firmly grounded in rigorous scholarship and thoughtful analysis;
- Represent an ethos of respect and openness;
- Conducted without partisan advocacy;
- Respectful of divergent views;
- Free of ad hominem commentary;
- Devoid of ethnic, racial, gender, disability, or religious bias.

**Writing Style**
All assignments must be typed and should conform to the style and reference notation format in the Publication Manual of the American Psychological Association. It is strongly recommended that you buy the APA manual, which is an essential tool for graduate school. Another useful resource accessible online is Purdue Owl.

If you are unsure about certain APA formatting and citation rules, refer to these resources (listed below). Where applicable assignments that are incorrectly formatted will not be evaluated.


Purdue Owl Website: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

**Assignment Completion and Submission**
All assignments must be submitted to BB in the content folder that corresponds with the week and the name of the assignment, i.e. WRA_1 in Content Folder, “Week Two.” You will not be able to submit an assignment to BB after the specified due date (day and time). I strongly recommend that you submit your assignments to BB at least two hours in advance of the due date time to ensure successful submission.

All assignments must be attached as a Word file. **Do not type or paste your response into the assignment submission box.** You have free access to Microsoft Word through the UTEP library computers, through Office 365 (your UTEP email) account, and through the “MyApps” icon on your UTEP account dashboard. Anyone can download OpenOffice for free. Please see me if you have questions on this. Assignments that are pasted or copied into an assignment submission box will **not** be graded. Also, the title of your attached file must contain your last and first name, the assignment, and the date. For example: convertino_christina_wra1_9.06.docx

Assignments must be submitted on the specified due date and according to specific assignment guidelines. You are responsible for reading and following guidelines. It is recommended that you read over assignment guidelines as early as possible in case you have questions. Plan ahead!
***Blackboard shuts down periodically from approximately 10 pm until 6 am. There is usually a warning beforehand on your Miner homepage. Please keep this in mind for submitting your assignments.

Email and Blackboard
Please check your email and Backboard at least once a week. These are my primary means for providing updates to the class. E-mail is one of the most reliable ways to contact me.

Cell phones and other electronic devices
Please turn off all cell phones and electronic devices during class, unless and only if you are using them for course related work, i.e. to access text and/or to take notes, etc.

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.

Changes to the syllabus
I strive to respond to the emergent development of learning in our class community, as a consequence some changes may be made to the syllabus along the way. You will always be notified of changes in advance.

Different abilities & classroom accommodations
If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room.

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 you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. The Disabled Student Services Office can be reached at http://www.utep.edu/dsso/, (915) 747-5148 (voice or TTY), or dss@utep.edu.

Classroom Accommodations
If you have or believe you have a disability, you may wish to self-identify. You 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 you have a condition which may affect your ability to exit safely from the
premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

**Classroom Conduct**

Professional conduct in the form of respectful and collaborative participation is a basic expectation for all course related meetings, assignments, presentations, etc. Relevant deliberations aimed at deepening learning and understanding for all class members on course topics is welcomed. Instances of disruptive and/or disrespectful communication and/or behavior will be reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

**Equal Educational Opportunity**

In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu.