

Qualitative Research I: TED 6322-001

Spring 2021

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Office Hours: By Appointment

TED 6322-001 [CRN 28703]
Meets : Tuesday 5:30-8:20 PM
Format: Hyrid-Online Live

COURSE DESCRIPTION

This is the first course in a two-course sequence of doctoral-level qualitative research methods. This course will provide students with an introduction to qualitative research. One objective of this course is to introduce students to the 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. The second objective of this course is for students to learn how to design a basic qualitative pilot study. Specifically, through readings, course activities, written assignments, and with guidance from the instructor and peers, each individual student will develop and submit a research proposal for a basic qualitative pilot study to UTEP IRB. Students must submit the final version of their approved research proposal for a basic qualitative pilot study to UTEP IRB in order to complete the course (see course overview below for exact deadline to submit). It is also important to note that students must receive final approval of the qualitative pilot study proposal from UTEP IRB in order to: a) enroll in Qualitative II TED 6323, and/or (b) publish and/or present findings from the study.

COURSE FORMAT

Course Format Information: This course is designated as a hybrid, online live course. Unless otherwise indicated, we will meet online live for all of our class meetings (consult the course schedule below for exact details). If and when we do meet in person, be certain that you have reviewed and understand the specific guidelines on required safety protocols, which are outlined in the final portion of this syllabus. Please read the syllabus and information on the course site VERY carefully, understand what you need to do and when you need to do it, and then plan your week accordingly. If at any time you do not understand what to do or when to do it, please contact me immediately (cconvertino@utep.edu), don't wait.

Online Meeting Information: The online classes scheduled for this course will happen over the Zoom platform. The link to join Zoom class meetings was emailed to you prior to the start of the semester at your UTEP student email. You can also find Zoom meeting id and password on our Blackboard site. Please make certain to always use your UTEP student email address to connect to our Zoom class meetings and for all course related communication. I will use your UTEP student email to communicate with you and will not use your UTEP employee and or personal email address to communicate. For the purpose of attending this course's meetings, each student needs to be

responsible for having a Zoom account. You can create your Zoom account using your UTEP student email at no cost. Make sure to test your microphone and camera since, as part of your involvement in the class, you will need to have your microphone and video camera on during the entire class. Please contact technical assistance before the class if you face difficulties with your Zoom account on the following link (<https://support.zoom.us/hc/en-us>). If you have difficulties accessing an internet connection, visit the following link to receive information about how you can qualify to receive a free WI-FI Hotspot as a UTEP student.

https://www.utep.edu/technologysupport/TSCenter/TSC_EQ_WifiHotSpots.html

For Technical Assistance: For technical problems with our online course site or related computer/Internet applications, please contact the UTEP Helpdesk: M - F: 7 am - 8 pm, Sat: 9 am - 1 pm, Sundays 11-4 pm. On campus phone: 915.747.5257. Off campus: 915.747.4357. If you are on campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

COURSE SCHEDULE

WEEK	TOPIC	ACTIVITIES		READINGS & ASSIGNMENTS DUE
1 Jan 19	Course Introduction	5:30-5:45	EL3 Lab	
		5:45-6:15	Introductions	
		6:15-8:00	Syllabus & Survey	
2 Jan 26	Situating Qualitative Research	5:30-6:00	FA-I	Readings <ul style="list-style-type: none"> • Merriam & Tisdell: Ch 1 • Bodgan & Biklen (BB) • Allen & Eisenhart (BB)
		6:00-7:30	Live Lecture & Discussion	
		7:30-8:00	Journal-I	
3 Feb 2	Philosophical & Theoretical Influences	5:30-6:00	FA-II	Readings <ul style="list-style-type: none"> • Creswell (BB) • Freeman (BB) • Hubain et al. (BB) Assignments <ul style="list-style-type: none"> • CITI Training Certificate due 11:30 PM
		6:00-7:30	Live Lecture & Discussion	
		7:30-8:20	Journal-II	
4 Feb 9	Qualitative Approaches	5:30-6:00	FA-III	Readings <ul style="list-style-type: none"> • Merriam & Tisdell: Ch 2 & 3 • Fierros & Delgado Bernal (BB) • Vetter et al. (BB) Assignments <ul style="list-style-type: none"> • DB-I (Topic) due 11:30 pm
		6:00-7:30	Live Lecture & Discussion	
		7:30-8:20	Journal-III	
5		5:30-6:00	FA-IV	Readings

Feb 16	Researcher Reflexivity	6:00-7:30	Live Lecture & Discussion	<ul style="list-style-type: none"> • Smith (BB) • Tuck (BB) • Kaomea (BB) Assignments <ul style="list-style-type: none"> • PRDB-I due 5:00 pm • DB-II (Positionality) due 11:30 pm
		7:30-8:20	Journal-IV	
6 Feb 23	Designing the Study	5:30-6:00	FA-V	Readings <ul style="list-style-type: none"> • Merriam & Tisdell: Ch 4 • Seidman: Ch 3 • Ravitch & Riggan (BB) • Conceptual Framework (BB) Assignments <ul style="list-style-type: none"> • PRDB-II due 5:00 pm
		6:00-7:30	Live Lecture & Discussion	
		7:30-8:20	Journal-V	
7 Mar 2	IRB Proposal: Background & Significance	5:30-6:00	FA-VI	Readings <ul style="list-style-type: none"> • Seidman: Ch 5 • Montuouri (BB) • Folder, "Literature Review Related" (BB) • Liu & Xu (BB) Assignments <ul style="list-style-type: none"> • DB-III (Preliminary Design) due 11:30 pm
		6:00-7:30	Live Lecture & Discussion	
	Reviewing the Literature	7:30-8:20	Journal-VI	
8 Mar 9	Research Questions	5:30-6:00	FA-VII	Readings <ul style="list-style-type: none"> • Agee (BB) • Refining the Research Question Sample (BB) Assignments <ul style="list-style-type: none"> • PRDB-III due 5:00 pm • DB-IV (Theoretical Framework) due 11:30 pm
		6:00-7:30	Live Lecture & Discussion	
		7:30-8:20	Journal-VII	
9 Mar 16	Spring Break			
10 Mar 23	Data Collection	5:30-6:00	FA-VIII	Readings <ul style="list-style-type: none"> • Merriam & Tisdell: Ch 5-7 • Seidman: Ch 1 & 2 Assignments <ul style="list-style-type: none"> • PRDB-IV due 5:00 PM
		6:00-7:30	Live Lecture & Discussion	
		7:30-8:20	Journal-VIII	

				<ul style="list-style-type: none"> DB-V (Research Questions) due 11:30 PM
11 Mar 30	Individual Meetings	Group A (See Content Folder, "Week 11," on BB)		Assignments <ul style="list-style-type: none"> IRB: C-E (Group A) due 9:00 am PRDB-V due 5:00 pm Site letter if applicable due 11:30 PM
12 Apr 6	Individual Meetings	Group B (See Content Folder, "Week 12," on BB)		Assignments <ul style="list-style-type: none"> IRB: C-E (Group B) due 9:00 am DB-VI (Revised IRB: C-E) due 11:30 pm
13 Apr 13	Revising & Emerging QR	5:30-6:30	Live: Guest Speaker	Assignments <ul style="list-style-type: none"> PRDB-VI due 5:00 PM DB-VII (Methodology) due 11:30 PM
	Methodology & Sampling	6:30-7:30	Live: IRB-F & G	
		7:30-8:30	Journal-IX	
14 Apr 20	Becoming a Researcher	5:30-6:30	Live: Guest Speaker	Readings <ul style="list-style-type: none"> Folder, "Data Collection: Interview Resources" (BB) Assignments <ul style="list-style-type: none"> PRDB-VII due 5:00 pm DB-VIII (Protocol) due 11:30 pm
	Interview Protocols	6:30-7:30	Live: IRB I	
		7:30-8:30	Journal-X	
15 Apr 27	Interview Practice	5:30-6:30	Live: Practice	Assignments <ul style="list-style-type: none"> PRDB-VIII due 5:00 PM DB-IX (Consent) due 11:30 PM
	Consent & Analysis	6:30-7:30	Consent & Analysis	
		7:30-8:30	Journal-XI	
16 May 4	Peer Review	No Live Meeting		Assignments <ul style="list-style-type: none"> DB-X (Complete IRB) due 9:00 am PRDB-IX due 5:00 PM PRDB-X due 11:30 pm
17 May 11	Final	No Live Meeting		Assignments <ul style="list-style-type: none"> Final IRB due 9:00 am

			<ul style="list-style-type: none"> IRB Submission upon Instructor Approval due 5:00 pm
*** Please note bolded times.			

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 TLC doctoral students to develop their knowledge and skills as novice qualitative 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 consistent 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 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 dissertation proposal. 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.

STUDENT LEARNING OUTCOMES		ASSESSMENTS
1.	Demonstrate an understanding of the major philosophical, theoretical, and disciplinary foundations of qualitative research.	Journal Formative Assessment DB Activities UTEP IRB Research Proposal
2.	Demonstrate knowledge of the six major approaches to qualitative inquiry.	Journal Formative Assessment
3.	Reflect on and explain issues related to ethics and positionality involved in qualitative research.	Journal Formative Assessment DB & PRDB Activities UTEP IRB Research Proposal
4.	Write a research problem statement based on an extensive literature review of the research topic.	Journal DB & PRDB Activities UTEP IRB Research Proposal
5.	Design a basic qualitative pilot study.	DB & PRDB Activities UTEP IRB Research Proposal

REQUIRED COURSE MATERIALS

REQUIRED TEXTS:

- Merriam, S. B., & Tisdell, E. J. (2016) *Qualitative Research: A guide to design and implementation* (4th ed.) San Francisco, CA: Jossey-Bass.
- Seidman, I. (2019). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (5th ed.). New York: Teachers College Press.

REQUIRED COURSE READINGS (available on BB):

- Agee, J. (2009). Developing qualitative research questions: A reflective process. *International Journal of Qualitative Studies*, 22(4), 431-447.
- Allen, C. D., & Eisenhart, M. (2017). Fighting for desired versions of a future self: How young women negotiated STEM-related identities in the discursive landscape of educational opportunity. *Journal of the Learning Sciences*, 26, 407-436.
- Bogdan, R. C. & Biklen, S. K. (2010). Foundations of qualitative research in education. In W. Luttrell (Ed.) *Qualitative educational research: Readings in reflexive methodology and transformative practice* (pp. 21-44). New York: Routledge.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd edition). Thousand Oaks, CA: Sage.
- Fierros, C.O. & Delgado Bernal, D. (2016). Vamos a platicar: The contours of pláticas as Latina/Chicana feminist methodology. *Chicana/Latina Studies*, 15(2), 98-121.
- Freeman, E. (2019). Feminist theory and its use in qualitative research in education. *Oxford research encyclopedia of education*. Oxford: Oxford University Press.
<https://doi.org/10.1093/acrefore/9780190264093.013.1193>
- Hubain, B. S., Allen, E. L., Harris, J. C., & Linder, C. (2016). Counter-stories as representations of the racialized experiences of students of color in higher education and student affairs graduate preparation programs. *International Journal of Qualitative Studies in Education*, 29(7), 946-963.
- Kaomea, J. (2001). Dilemmas of an Indigenous academic: A Native Hawaiian story. *Contemporary issues in early childhood*, 2(1), 67-82.
- Liu, Y., & Xu, Y. (2011). Inclusion or exclusion?: A narrative inquiry of language teacher's identity experience in the 'new work order' of competing pedagogies. *Teaching and Teacher Education*, 27, 589-597.
- Montuori, A. (2005). Literature review as creative inquiry: Reframing scholarship as a creative process. *Journal of Transformative Education*, 3(4), 374-393.
- Ravitch, S. M., & Riggan, M. (2017). *Reason and rigor: How conceptual frameworks guide research* (2nd ed.). Los Angeles: Sage.
- Smith, L. H. (2012). *Decolonizing methodologies: Research and Indigenous peoples* (2nd ed.) London: Zed Books Ltd.
- Tracy, S. J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851.
- Tuck, E. (2009). Suspending damage: Letter to communities. *Harvard Educational Review*, 79(3), 409-427.
- Vetter, A. M., Fairbanks, C., & Ariail, M. (2010). 'Crazyghettosmart': A case study in Latina identities. *International Journal of Qualitative Studies in Education*, 24(2), 185-207.

RECOMMENDED TEXTS:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

ADDITIONAL ONLINE RESOURCES:

NAME AND DESCRIPTION	AUTHOR	TYPE OF SOURCE AND LINK
<i>How to read really fast</i> Technique to read a lot and support reading understanding	Mike Mena	YouTube video https://www.youtube.com/watch?v=nMkMul8Q5zU&feature=youtu.be
<i>APA Twitter</i> Information and Q&A about APA 7 th ed.	American Psychological Association https://apastyle.apa.org RTs ≠ endorsements	Twitter account @APA_Style
<i>Two Middle-Age Ladies Talking About Methods</i> Series of podcast focused on philosophical assumptions and different research paradigms.	Erica Halveston	Podcast https://www.learninginthemaking.org/podcast
<i>Doing fieldwork in a pandemic (crowd-sourced document)</i> List of resources to conduct online research	Lupton, D. (editor) (2020)	Google Doc https://docs.google.com/document/d/1clGjGABB2h2qbduTgfqribHmog9B6PONvMgVuiHZCl8/edit?usp=sharing

COURSE ASSIGNMENTS AND EVALUATION

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 learning from as well as 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 small basic qualitative pilot study. Course assignments will introduce you to qualitative research design but are not equivalent to or near 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 (TED 6323) is focused on conducting data collection and analysis of the UTEP IRB approved basic qualitative pilot study. 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 date) in order to complete the course.

Although the design of your small, basic qualitative pilot study proposal happens primarily in the second half of the course, it is imperative that you work on refining and building background on your topic from the start of the course. This happens through: a) ongoing self-directed literature review

around your topic, and b) your engagement and reflection on what qualitative research is and involves facilitated by weekly readings, class discussions, and assignments. As you learn more about qualitative research, you will develop a better understanding of how to develop qualitative research questions about your topic. Thus, it is your responsibility to manage your time to make sure that you are building your literature review and developing your thinking about your topic throughout the first part of the semester. You do not need to have this all figured out in the first weeks of the semester; however, you do need to be thinking and reading and annotating literature about your topic at the same time that you are engaging with course readings. Again, this will help you to think about your topic and the purpose of your study through a qualitative lens.

No late assignments will be accepted, no exceptions. Consult the course schedule for assignment due dates. 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 grade components:

ASSIGNMENT	
JOURNAL	20%
FORMATIVE ASSESSMENT	15%
DISCUSSION BOARD (DB) ASSIGNMENTS	20%
PEER RESPONSE DISCUSSION BOARD (PRDB) ASSIGNMENTS	20%
UTEP IRB PROPOSAL SUBMISSION	25%

JOURNAL	(20% of grade)
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This assignment involves eleven online journal entries. Each entry requires a reflection and self-assessment of your preparation and participation for that week’s class meeting. You will complete each of the eleven journal entries at the end of our online live class meeting. The link for each of the eleven journal entries can be found in the corresponding week folder on Blackboard (see course schedule for when you need to complete a journal entry). Failure to complete the journal entry at the specified date and time will result in a 0 for participation for that class meeting. In addition, you should only complete a specific journal entry if you attended and participated in that particular weekly class

meeting. For journal entries, you will provide a thoughtful and detailed response to the following four questions:

- What about my preparation for this class meeting was most useful to my engagement and understanding of course topics?
- What do I need to do differently to deepen my engagement with course topics?
- How did my understanding of the course topic and readings contribute to my peers' learning?
- As I continue to think about course readings and topics, what new observations and questions do I have about these topics?

I will use the following rubric to evaluate journal entries.

0-4 pts.
Student provides a thoughtful response to show how their preparation for the weekly meeting supported their learning and engagement with course topics, specific details (examples) are provided to support the basis of their response=1 pt.
Student provides a thoughtful response to show what they need to do differently to deepen their engagement and understanding of course topics, specific details (examples) are provided to support the basis of their response= 1pt.
Student provides a thoughtful response to show how their understanding of course topics and readings supported their peers' learning, specific details (examples) are provided to support the basis of their response=1 pt.
Student provides a thoughtful response to show how what new questions and observations they have as a result of engaging with course topics and readings, specific details (examples) are provided to support the basis of their response=1 pt.

FORMATIVE ASSESSMENT

(15% of grade)

This assignment involves eight online formative assessments. You will complete each of the eight formative assessments when specified at the start of our online live class meeting from 5:30–6:00 pm. Formative assessments must be completed during this time and in one seating. At 6:00 pm, forced time completion will automatically save your response. The link for each of the eight formative assessments can be found in the corresponding week folder on Blackboard (see course schedule for when the eight formative assessments happen). The purpose of the formative assessment is for you to reflect on weekly readings and to demonstrate your understanding of course topics. It is also an opportunity for you to develop critical thinking and writing skills under more constrained parameters.

The following rubric will be used to evaluate each formative assessment.

4 pts.	2 pts.	0 pts.
Student has directly and completely responded to the prompt=2 pts.	Student has directly and partially responded to the prompt=1 pt.	Student has not responded directly to the prompt=0 pt.
Student has provided persuasive evidence based on readings to support their response to the	Student has provided mostly persuasive evidence based on readings to support their	Student has not provided adequately persuasive evidence based on readings to support their response to the prompt=0 pt.

prompt=2 pts.	response to the prompt=1 pt.	
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DISCUSSION BOARD (DB) ASSIGNMENTS	(20% of grade)
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This assignment involves ten discussion board activities. You will complete and upload each of the ten DB assignments when specified (see course schedule for exact dates and time to complete and submit). DB assignments are building blocks to the development and design of your proposed research. Each DB requires you to complete and submit an assignment, which will be provided to you as a Word document (*.xdoc) attachment. Specific directions and guidelines are provided with each DB assignment. The link for each of the DB assignments can be found in the corresponding week folder on Blackboard. It is strongly recommended that you download and review each DB assignment well in advance of the due date since these assignments require focused attention, development and thus, significant time. **NO LATE ASSIGNMENTS WILL BE ACCEPTED. NO EXCEPTIONS.**

I will use the following rubric to DB assignment:

0-3 pts.
DB assignment is completed as per guidelines=1 pt.
DB assignment demonstrates thoughtful and reflective development of specified component of conceptual framework= 1 pt.
DB assignment is logical, well organized, and without grammar and/or spelling errors= 1 pt.

PEER RESPONSE DISCUSSION BOARD (PRDB) ASSIGNMENT	(20% of grade)
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This assignment involves ten peer response discussion board activities. You will complete and upload each of the ten PRDB assignments when specified (see the course schedule for exact dates and time to complete and submit). PRDB assignments involve peer review and feedback on DB assignments of an assigned peer. You and your peer will be paired during the first few weeks of the course and will remain as a pair throughout the semester, unless otherwise indicated. PRDB involves the important work of thoughtfully reading, reviewing, and responding to your peer’s DB assignments. Specific guidelines and questions are provided with each PRDB to guide your review of each DB assignment. The link for each PRDB assignment can be found in a specified week folder on Blackboard (see course schedule for dates for each of the ten PRDB assignments). It is important to note that in order to review each specified DB you will need to access the completed DB in a different week folder than the PRDB (except for week sixteen), specific guidelines are provided with each PRDB about which week folder contains the corresponding DB, you can also consult the course schedule to obtain this information. It is strongly recommended that you download and review each PRDB assignment well in advance of the due date so that you can provide meaningful and useful feedback to your peer. **NO LATE ASSIGNMENTS WILL BE ACCEPTED. NO EXCEPTIONS.**

I will use the following rubric to PRDB assignment:

0-3 pts.

PRDB assignment is completed as per guidelines, including response to each review question=1 pt.

PRDB assignment demonstrates meaningful and helpful feedback= 1 pt.

PRDB assignment is adequately developed, specific examples are addressed and or provided, writing is clear=1 pt.

UTEP IRB PROPOSAL

(25% of grade)

The UTEP IRB proposal is the final version of your proposed basic qualitative pilot research study, which will be submitted to UTEP IRB. This assignment is the culmination of your work in this course

*In order for this assignment to be evaluated, it must:

- Be the final, revised, and complete version of your proposed study;
- Be completely free of all errors, e.g., grammatical, formatting, spelling.

*In order for this assignment to be submitted to UTEP IRB, you must have my approval.

*If your proposed study will occur at a K-12 school, EPCC, or some other institution besides UTEP, you are responsible for becoming informed about and completing the IRB process for that particular setting. Bear in mind that school district or EPCC IRB review and approval are typically required by UTEP prior to submission of a UTEP IRB proposal. Also, bear in mind that the IRB process for school districts and EPCC typically occur on a specific date and time, and are not rolling review; you are responsible for researching, knowing, and adhering to the IRB guidelines and dates for the research setting where you are interested in conducting your study. You will also need to obtain a site letter from an IRB approved contact at the setting as part of your UTEP IRB proposal. Again, it is critically important that you manage and plan for this step so that you are able to complete and submit your UTEP IRB proposal by the end of this course (see course schedule for exact date).

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:

90-100 pts.	80-89 pts.	79-70 pts.
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.	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.	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.
The proposal provides compelling and concise	The proposal provides a mostly compelling and concise justification for the study	The proposal provides a partially compelling and concise justification for the study (background and significance);

justification for the study (background and significance); The proposal reflects a solid conceptual framework; The proposal is edited and follows APA guidelines.	(background and significance); The proposal reflects an adequate conceptual framework; The proposal is edited and follows APA guidelines.	The proposal reflects an adequate conceptual framework; The proposal is edited and follows APA guidelines.
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COURSE POLICIES, NORMS, & EXPECTATIONS

Overview

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! Since this class is conducted in a seminar style, you will also learn the importance of peer reviewed feedback to the research process. The expression of diverse viewpoints as well as requests for clarification and elaboration among classmates should be cordial and respectful. Small and large group discussions should be evenly distributed amongst all course members. The ability to listen closely and with an open mind are essential skills needed to conduct qualitative research. Students will benefit from revisiting course readings after group discussions.

Course Values

The values 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.

Course Norms

The norms guiding this course are based on UTEP norms of appropriate classroom conduct, which states that 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).

Writing Style

All assignments must be typed, free of error, and should conform to the style and reference notation format found in the seventh edition of the *Publication Manual of the American Psychological Association* (APA). It is strongly recommended that you buy the APA manual since it is an essential tool for doctoral writing, in particular the dissertation. **Writing is essential to qualitative research since ideas and findings are expressed through words and not numbers, I cannot stress enough the significance of writing to qualitative research.** For this reason, if you require additional support with academic writing, I strongly recommend and encourage you to consult with the UTEP Writing Center

(UWC). The UWC [Library Building, Rm.227; phone: 915.747.5112] provides online consultations to all UTEP students at no cost. They also have walk-in services. Check the website for more information: <http://uwc.utep.edu>. Academic writing is not an innate skill that some people possess, and others do not, it is a time-consuming skill that we all have to develop through lots of practice and persistence. Another useful resource accessible online is the Purdue Owl Website:

<https://owl.english.purdue.edu/owl/resource/560/01/>

Assignment Completion and Submission

Late assignments will NOT be accepted in this course. The assignments in this class require a lot of time from you, your peers, and me. Assignments are also cumulative. Please arrange your schedule to complete the assignments based on established deadlines (see course schedule). All assignments must be submitted to BB in the content folder that corresponds with the week and the name of the assignment. 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 in advance of the due date time to ensure successful submission. Where applicable, assignments must be attached as a Word file. 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 the assignment. For example: convertino_DB-I.docx. This is because I download your assignments to read them. 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.

Changes to the syllabus

I strive to respond to the emergent development of learning that occurs in our particular course. As a consequence, it is sometimes necessary to make unanticipated changes to the syllabus. In the case of changes, I will notify you in advance.

Guide to Online Etiquette:

As a member of the learning community of this class, the following is a list of specific expectations in a primarily online class delivery method (Note that this list is not exhaustive and that it may be added to as needed throughout the rest of the semester):

- *You are expected to continue to actively engage in the learning community of this class.* This includes: completing the coursework tasks as outlined in each week's session, actively contributing to discussions, seeking guidance if you have questions (note that if you have a question, it is likely that everyone will benefit if ask your question), and exhibiting professional courtesy during interactions with classmates/ your instructor. Class participation includes but is not limited to: engaging in online-class activities and writing, volunteering inputs in class discussions, answering questions, defending personal viewpoints, and presenting completed assignments to your classmates.
- *You are expected to exhibit appropriate behavior for a higher learning environment.* Even though we will not meet face-to-face anymore, logging on to our online course site is the equivalent of walking on to the UTEP campus. Therefore, the rules of conduct that apply on campus also apply in our course site. Our course site is a place to engage in social learning; it is meant to be a safe space for all. Just like when we were in-person, you are encouraged to

participate in all activities to the fullest extent possible, with an open mind to new experiences. In particular, the following are general guidelines for online interactions:

- ⇒ All the information discussed between peers and/or with your instructor should be kept confidential, thus providing a safe atmosphere for creative expression, free of judgment.
 - ⇒ You are encouraged to participate to the depth that you feel comfortable sharing with the class (Note: An electronic record will remain, so be thoughtful in how much personal information you share. The general rule is: share only that which you would be comfortable seeing printed in a newspaper/ public Internet page.).
 - ⇒ Do not use inappropriate language, all capital letters, or language short cuts (i.e. texting shorthand). Online entries should reflect academic writing standards, with edited spelling, grammar, and punctuation.
 - ⇒ When reacting to someone else's message, whether in agreement or disagreement, please address the ideas, not the person. (Note: Harassing, flaming and/or inappropriate postings will not be tolerated.)
 - ⇒ Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
 - ⇒ Please refrain from posting yes/no or I agree/disagree answers (this will NOT earn you participation points). The point of our online interactions is to create a rich and meaningful sharing of ideas; therefore, posts should: justify positions, provide specific examples, and demonstrate that you have read the required readings and your classmates' comments carefully and thoughtfully.
- *You are expected to exhibit high-level time management skills and turn your work in ON TIME.* Timely completion of all coursework is essential for this class to continue to run smoothly (i.e. your classmates rely on you to do your readings early in the week and contribute to the discussion on time in order for them to be able to post feedback later in the week). All online assignments are due by the due date and time listed in the task directions (see each weekly session in our course site for specific details). Therefore, late work will NOT be accepted. (Exceptions may apply in extreme emergency. Please email me ahead of time). Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times, and then schedule the time you devote to this class accordingly.

If you find that you are unable to log into Blackboard to access our course site at the time that you are trying to post your work by the due date, you must email me (through regular email at cconvertino@utep.edu) IMMEDIATELY WITH AN ATTACHMENT OF YOUR WORK. When you do this, I will know that you have completed the work in a timely manner and it will be accepted, even though it was not posted in our course site as is generally required. I will then check with the Technology staff at UTEP to determine when Blackboard was out. If you email me indicating that you did not post your coursework because Blackboard is down, but you do not send me your work as an attachment in the message, you will not receive credit for your work.

- *You are expected to contact me for help if needed.* I will have virtual office hours by appointment. You can email me for a quick response or email me to set up a phone consultation or Zoom meeting. My email is cconvertino@utep.edu.

If at any time, you have difficulty understanding my expectations or the course material or completing course work for any reason—BE PROACTIVE!!!

Attendance and Punctuality

Even though this course will likely occur entirely online, you are still expected to attend all of our live

online class meetings and to arrive to our online class meeting on time. Unexcused absences exceeding 1 class meeting will result in a loss of 10 points to final grade. With 3 absences, I reserve the right to drop a student from the class. Please, notify me if you have an emergency. Excused absences require authorized documentation (i.e. doctor's note). Also, as previously stated, starting with week two and ending with week ten, you will start each class meeting by completing the formative assessment. You will then be expected to join our Zoom class meeting at 6:00 pm promptly. For the remainder of our meetings, we will begin our Zoom class meeting at 5:30 pm except for weeks eleven and twelve when I will be having individual meetings with each of you (meeting times will be posted on Blackboard in content folders for week eleven and twelve). More than two late arrivals to our Zoom class meeting over the course of the semester will result in a loss of 10 points to the final grade. We have a lot of material to cover and we work together so it is imperative that everyone is present and on time.

Email and Blackboard

Please check your email and Blackboard at least once a week. These are my only means for providing updates to the class. Email 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 you are using the device for the purposes of class. Cell phone use is a source of distraction and a sign of disrespect.

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 an 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.

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.

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 <<mailto:eoaa@utep.edu>>.

Syllabus Statement Regarding COVID-19 Precautions

If and when we do meet face-to-face during our regularly scheduled class meeting time (I will inform you at least one week in advance if we will meet in person, however, it is most likely that our class meetings will all be online live), you are required to adhere to the following guidelines:

- You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know anyone who should report any of these three criteria, encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu. After reporting at screening.utep.edu, please also send me an email so I know why you are absent and alternative instruction can be provided.
- Complete self-screening (screening.utep.edu) prior to every campus visit. For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.
- You must wear a face covering over your nose and mouth at all times in this class. If unable to wear a face covering (e.g., medical reasons), the best course of action is to enroll in courses that are entirely online or to work with academic advisors, if necessary, to identify alternative courses. If this is not possible, request an accommodation from Center for Accommodations and Support Services (CASS) prior to coming to campus for in-person activities. Students who receive an accommodation to not wear a face covering must share this with me and work to minimize contact with others in the class. If you choose not to wear a face covering and do not have a CASS accommodation, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures. 12
- Maintain 6 feet of separation at all times, including when talking with other students.
- Follow signage indicating specific entry and exit doors and pathways. Follow any stated protocols for leaving and re-entering the classroom. Do not cluster in groups and keep hallways open.
- Wash hands and/or apply hand sanitizer prior to entering classroom and after leaving a classroom. Do not touch face until after hands are washed/sanitized.
- It is important that you participate in UTEP's COVID testing program and monitor your email for regular testing notices. Knowing your status is vital to taking care of yourself and protecting the health of others around you.
- Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course activities may be transitioned to remote delivery.

Syllabus Statement Regarding COVID-19 Accommodations:

Students are not permitted on campus when they have a positive COVID-19 test, exposure or

symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations. Students who are considered high risk according to CDC guidelines and have an ongoing medical condition and/or those who live with individuals who are considered high risk who also have an ongoing medical condition may contact Center for Accommodations and Support Services (CASS) to discuss temporary accommodations for on-campus courses and activities. Apply at cassportal.utep.edu and fill out a three-question application. You will be scheduled to meet with disability coordinator to discuss your unique situation.