Qualitative Research II: TED 6323

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Office: Education Bldg 810
Office Hours: Virtually by appointment via Zoom

TED 6323 [CRN 19077]
3 credit hours
Delivery: Hybrid
Meets: Thursdays 5:30-8:20 PM
Room: EDUC 308

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). 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 GOALS AND STUDENT LEARNING OUTCOMES
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. Students will also learn that conducting qualitative research is a demanding and rigorous approach to conducting educational research. It involves extensive and intensive reading, writing, reflection, and discussion. Consequently, the learning goals 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 specified data collection and analysis activities 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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</thead>
<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>
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<tr>
<td>3. Reflect on and explain issues related to ethics, reflexivity, and positionality involved in qualitative research.</td>
<td>Participation Memos</td>
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<tr>
<td>WEEK</td>
<td>TOPIC</td>
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</tr>
<tr>
<td>1</td>
<td>Introduction to Course and Topics</td>
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<tr>
<td>2</td>
<td>Situating Qualitative Research</td>
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<td>3</td>
<td>Entering the Field</td>
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</tbody>
</table>

**Guidelines for assignments can be found on Blackboard in corresponding weekly folders**

*****Note specific due date times, no late assignments will be accepted*****

***All assignments must be uploaded to BB, unless otherwise indicated***

**All WRA assignments must be completed prior to class meeting**

*Note F2F class meetings require specific materials*

### Readings:
- Ravitch & Carl (BB)
- Bogdan & Biklen (BB)
- Erickson (BB)
- Lincoln, Lynham, & Guba (BB)
- Atkinson (BB)
- Pascale (BB)
- Delamont: Chs. 6-9
- Geertz (BB) pp. vii-30

### Assignments:
- Complete readings
- View “Power Point Week One”
- Complete student survey (due 11:30 PM)
- Review syllabus
- Read guidelines for class meeting on September 2
- WRA 1
- Memo One: Observations & Reflexivity (due 5 PM)
- DB 1 (due 11:30 PM)
- UTEP and Additional IRB Letter of Approval (due 5 PM)
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity/Class Type</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
</table>
| 4     | Sept 16 | F2F | Reflexivity in the Field | **Readings:**  
  - Sampson (BB)  
  - Delamont: Ch. 3  
  - Henry (BB)  
  - Wang (BB)  
   **Assignments:**  
  - WRA 3  
  - Memo Two: Researcher Positionality (due 5 PM)  
  - Student Presentation I: Power point (due 5 PM)  
  - Make initial contact with participants and schedule interviews (due 5 PM)  
   **In-Class Activities:**  
  - Student presentation I: Overview of pilot study (bring ppt to class on a jump drive)  
  - Practice interview (bring interview protocol and audio-recorder to class)  |
| 5     | Sept 23 | OL | Revisiting Major Approaches to Qualitative Research | **Readings:**  
  - Flyvbjerg (BB)  
  - Chase (BB)  
  - Peräkylä, A & Ruusuvuori (BB)  
  - Mills & Morton (BB)  
   **Assignments:**  
  - WRA 4  
  - DB 2 (due 11:30 PM)  |
| 6     | Sept 30 | OL | Field Work | **Readings:**  
  - Perez (BB)  
  - Kennedy-Lewis et al. (BB)  
  - Givon & Court (BB)  
  - Friedner (BB)  
   **Assignments:**  
  - WRA 5  
  - DB 3 (due 11:30 PM)  
  - Conduct first interview & upload to cloud storage (due 11:30 PM)  |
| 7     | Oct 7  | F2F | Analyzing Qualitative Data | **Readings:**  
  - Ellingson (BB)  
  - Delamont: Chapter 11  
  - Merriam & Tisdell: Chapter 8 (pp. 195-236)  
   **Assignments:**  
  - WRA 6  
   **In-Class Activities:**  
  - Bring 15 minutes of interview audio recording to class with laptop and headphones  |
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<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Assignments</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>8 Oct 14</td>
<td>Field Work</td>
<td>Assignments:</td>
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<tr>
<td></td>
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<td>• Conduct second and third interviews &amp; upload to cloud storage (due 5 PM)</td>
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<td>• Memo Three: Full transcription of First Interview (due 11:30 PM)</td>
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<td>9 Oct 21</td>
<td>Field Work</td>
<td>Assignments:</td>
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<td>• Memo Four: Full Transcription of Second Interview (due 11:30 PM)</td>
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<td>• Memo Five: Full Transcription of Third Interview (due 11:30 PM)</td>
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<td>• DB 4-Revised and Expanded Literature Review (due 11:30 PM)</td>
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<tr>
<td>10 Oct 28</td>
<td>Data Analysis: Coding</td>
<td>Readings:</td>
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<td></td>
<td></td>
<td>• Merriam &amp; Tisdell: Ch 8 (pp. 226-236)</td>
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<td>• Seidman: Ch 8 and pp. 145-152</td>
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<td>• Saldaña (BB)</td>
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<td>• WRA 6</td>
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<td>In-Class Activities:</td>
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<td>• Bring three print outs of transcription of first interview to class</td>
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<td>11 Nov 4</td>
<td>Exiting the Field</td>
<td>Readings:</td>
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<td>• Figueroa (BB)</td>
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<td>Assignments:</td>
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<td>• WRA 7</td>
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<td>• Memo Six: Coded Version of Second Interview Transcript (due 11:30 PM)</td>
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<td>• DB 5-Peer Feedback on Revised and Expanded Literature Review (due 11:30 PM)</td>
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<td>12 Nov 11</td>
<td>Trustworthiness in Qualitative Research</td>
<td>Readings:</td>
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<td>• Merriam &amp; Tisdell: Ch 9</td>
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<td></td>
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<td>• Mishler (BB)</td>
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<td>• Mathison (BB)</td>
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<td>Assignments:</td>
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<td>• WRA 8</td>
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<td>In-Class Activities:</td>
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<td>• Memo Seven: Formative Data Analysis (due 8:20 PM)</td>
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<td>• Bring laptop, coding table, interview transcripts, and revised background and significance</td>
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### Writing Up Qualitative Research

**Readings:**
- Merriam & Tisdell: Ch 10

**Assignments:**
- WRA 9
- Memo Eight: Findings, Discussion, & Implications
- DB 6-Peer Feedback on Findings

**Assignments:**
- Student Presentation II: Findings
- Memo Nine: First Full Draft of Final Paper
- Memo Ten: Peer Feedback

**In-Class Activities:**
- Student Presentations II: Findings

**Assignments:**
- Final Revised Paper

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**14 Nov 25**
- Thanksgiving Break
- No Class

**15 Dec 2**
- Student Presentations

**Assignments:**
- Student Presentation II: Findings
- Memo Nine: First Full Draft of Final Paper
- Memo Ten: Peer Feedback

**In-Class Activities:**
- Student Presentations II: Findings

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**16 Dec 9**
- Revised Final Paper

**Assignments:**
- Final Revised Paper

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**PREREQUISITE:** TED 6322 (Approved UTEP IRB for basic qualitative pilot study, including approved district IRB where applicable)

### REQUIRED COURSE MATERIALS

### REQUIRED TEXTS:

### REQUIRED COURSE READINGS (available on BB)


**RECOMMENDED (Optional)**


TECHNOLOGY REQUIREMENTS
A significant amount of course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

GRADING
“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.

COURSE ASSIGNMENTS
A 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 for 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, axiological, and methodological dimensions of conducting qualitative research. The assignments for this course involve some of the key processes used in conducting qualitative research; these processes will require you to conduct qualitative research based on your UTEP IRB approved qualitative pilot study. 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), 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 me).
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 an interview and so on.

No late assignments will 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, unless otherwise noted. A link to upload each assignment can be found in the weekly folder that corresponds with the week that the assignment is due. Before you upload the assignment as a word doc attachment, be sure to label your document using the following: last name, specific assignment, and date, i.e. Convertino_Memo_One_1_30.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>PARTICIPATION</td>
<td>25%</td>
</tr>
<tr>
<td>MEMOS</td>
<td>25%</td>
</tr>
<tr>
<td>STUDENT PRESENTATIONS</td>
<td>10%</td>
</tr>
<tr>
<td>FINAL PAPER</td>
<td>40%</td>
</tr>
</tbody>
</table>

**PARTICIPATION (25% of grade)**

This is a seminar course that requires active participation. Participation in this course is comprised of three main areas: preparation, contribution, and reflection. **Preparation** requires students to: (a) thoughtfully complete all assigned readings**, (b) prepare a written weekly WRA for each reading, (c) use the WRA to support your contributions to small and large group discussions (F2F and on discussion board). Each week’s WRA should address the following:

- a brief description of the focal topic;
- a brief description of the purpose of the article/chapter;
- a brief description of the main argument;
- 2 sources of evidence that support the main argument;
- 1 example that illustrates the main argument.

To be clear, students will write one total WRA each week. Each WRA will include responses to the above prompts for each reading assigned for that week. For example, there are four required readings for week two, which means that the student will respond to the above WRA prompts four times (one time for each reading). Use the WRA template found in content folder, “course resources” to complete each WRA. There is no word limit for the WRA, however, one of the purposes of the WRA is to help students develop the analytical thinking and writing skills needed to summarize, synthesize, and analyze in a succinct manner. The WRA is a good opportunity to practice these skills. Thus, the WRA template provides a suggested number of words to help guide you. Students also need to know that they will be randomly called on to read from their WRA and to further elaborate on what they read. This helps students to develop the skills needed to orally articulate and defend complex ideas. All of this requires close reading and thoughtful (not rushed) completion of the readings and the WRA. I will not collect WRAs, unless I ascertain low levels of engagement with the WRA, at which point I will communicate a change to further formalize the course evaluation policy for the WRA. I prefer students to be accountable to their learning and to that of their peers. All of this is meant to help you to develop: a) understanding of course content, and b) practices that are essential to doctoral studies.
** Weekly readings are listed on course schedule of syllabus. Readings listed on content folders of BB do not include all weekly readings, only those that I have provided outside of required course texts. Be sure to use the course schedule on syllabus to follow which readings are due for which week.

** Contribution requires students to advance their own learning and the learning of their peers through relevant and thoughtful insights, observations, and questions. Feeling confident about making meaningful contributions comes from reading and completing the WRA. **Contributions in F2F class meetings** requires students to arrive to class on time and to remain engaged throughout the entire class meeting. **Contribution in OL class meetings** requires students to actively engage in discussions boards, using WRA.

**Reflection** requires students to think deeply about the course content and to pay close attention to their learning process, their level and quality of contributions, their willingness to grow intellectually, and their comportment in creating a thriving, robust, and rigorous intellectual class community.

**For F2F class meetings**, students will complete a self-evaluation at the end of each class meeting using the rubric below to self-assign points for participation; **there are no half points.** I will inform students by email if I observe discrepancies between what I observe with regards to preparation/contribution and what is indicated in their self-evaluation. If I observe a pattern of discrepancies, I will request a meeting with the student. In addition, if a student misses two face-to-face class sessions without an excused absence, they will be automatically dropped from the course. Face-to-face class meetings are limited and thus, attendance is very important. If student has an excused absence, please inform me in advance via email. Email communication should include documentation to excuse the absence. The following rubric will be used to evaluate face-to-face participation:

<table>
<thead>
<tr>
<th>1-5 pts.</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 WRA for each of the required readings=1 pt.</td>
<td>Student has not completed WRA for each of the required readings=0 pt.</td>
</tr>
<tr>
<td>Student shared observations, explained readings, and answered questions about readings using WRA as a reference= 1 pt.</td>
<td>Student did not share observations, explain readings, or answer questions about readings using the WRA as a reference = 0 pt.</td>
</tr>
<tr>
<td>Student demonstrated an understanding of main arguments, evidence, and concepts in readings =1 pt.</td>
<td>Student did not demonstrate an understanding of main arguments, evidence, and concepts in readings=0 pt.</td>
</tr>
<tr>
<td>Student’s comportment contributed to building a robust, rigorous, and thriving intellectual class community=1 pt.</td>
<td>Student’s comportment did not contribute to building a robust, rigorous, and thriving intellectual class community=0 pt.</td>
</tr>
</tbody>
</table>

**For OL class meetings**, participation for OL class meetings will occur through discussion board. OL class meetings are **not synchronous (they are asynchronous)**. However, students must complete the DB participation by the designated time (see course schedule for specific times). Late posts will be marked as 0. The following rubric will be used to evaluate online participation, specifically discussion board participation:

<table>
<thead>
<tr>
<th>1-4 pts.</th>
<th>0 pts.</th>
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### MEMOS

Memos support a developmental approach to learning. Memos focus on multiple aspects, topics, and phases involved in the research process. Consequently, 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 the memo on BB. Memos must be uploaded to BB by or before designated due date and time (consult course schedule for specific dates and times). I will use the following rubric to evaluate memos:

<table>
<thead>
<tr>
<th>8 pts.</th>
<th>4 pts.</th>
<th>0 pts.</th>
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<tbody>
<tr>
<td>Memo is completed as per guidelines= 2 pts.</td>
<td>Memo demonstrates thoughtful and reflective development of the research process=2 pts.</td>
<td>Memo is not completed as per guidelines=0 pt.</td>
</tr>
<tr>
<td>Memo demonstrates thoughtful and reflective development of the research process=1 pt.</td>
<td>Memo demonstrates mostly thoughtful and reflective development of the research process= 1 pt.</td>
<td>Memo does not demonstrate thoughtful and reflective development of the research process= 0 pt.</td>
</tr>
<tr>
<td>Memo demonstrates solid, foundational understanding and application of qualitative research=2 pts.</td>
<td>Memo demonstrates mostly solid, foundational understanding and application of qualitative research= 1 pt.</td>
<td>Memo does not demonstrate foundational understanding and application of qualitative research= 0 pt.</td>
</tr>
<tr>
<td>Memo is free from all formatting and most grammatical errors and is concisely and well written =2 pts.</td>
<td>Memo is free from all formatting and most grammatical errors and is concisely and well written=1 pt.</td>
<td>Memo contains formatting and grammatical errors and/or is not concise or well written=0 pt.</td>
</tr>
</tbody>
</table>

### STUDENT PRESENTATIONS

Student presentations provide opportunities for students to share their research. There will be two student presentations, one early in the semester and one at the end of the semester (consult course schedule for exact dates). The first student presentation will provide an overview of the pilot study. The second presentation will provide overview and findings similar to what would be presented at an educational research conference like AERA. Specific guidelines will be provided and posted on BB in the content folder that corresponds with the
weeks that presentations are scheduled.

**FINAL PAPER** (40% of grade)

This assignment is the final individual research paper proposal (based on the 2021 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 peer and professor feedback;
- Be submitted to BB, see course schedule for due date and time.

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>
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<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>
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<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 paper incorporates revisions from feedback.</td>
<td>The paper partially incorporates suggested revisions from feedback.</td>
<td>The paper partially incorporates suggested revisions from feedback.</td>
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<td>Paper title is 15 words or fewer.</td>
<td>Paper title is 15 words or fewer.</td>
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<td>120 words for abstract.</td>
<td>120 words for abstract.</td>
<td>120 words for abstract.</td>
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<td>Paper is 2500-3000 words, not including references.</td>
<td>Paper is 2500-3000 words, not including references.</td>
<td>Paper is 2500-3000 words, not including references.</td>
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<tr>
<td>Work is edited and follows APA guidelines.</td>
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COURSE POLICIES, NORMS, & EXPECTATIONS

Academic Honesty
Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Collusion is making plans with other people to cheat. Violations will be taken seriously and will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. It’s serious!

Different Abilities
If a student has or believes s/he/they have a disability, s/he/they may wish to self-identify it. Students 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 her/his/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 director of Disabled Student Services. Students may call (915) 747-5148 for general information about the Americans with Disabilities Act (ADA).

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).

Netiquette
Sometimes communication online can be challenging. It’s possible to miscommunicate or to misunderstand given the lack of body language and immediate feedback. Therefore, students are required to keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a doctoral-level course; therefore, all communication should reflect polite consideration of other’s ideas.
- Respect and courtesy must be provided to classmates and to the professor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Equal Educational Opportunity
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
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.

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.

Writing Style
All assignments must be typed, free of error, and should conform to the style and reference notation format found in the sixth edition of the Publication Manual of the American Psychological Association (APA). It is strongly recommended that students purchase the APA manual since it is an essential tool for doctoral writing. I also highly recommend that students take advantage of the UTEP Writing Center. Academic writing is not an innate skill that some people have, and others do not, it is a time-consuming skill that we all must 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. Assignments must be submitted on the specified due date and according to specific assignment guidelines. Students are responsible for reading and following guidelines. It is recommended that students read over assignment guidelines as early as possible in case there are questions. Plan ahead!

Alternative means of submitting work in case of technical issues
I strongly suggest that students submit work with plenty of time to spare in the event of unanticipated technical issue with the course website, network, and/or your computer. I also suggest that students save all of their work in a separate Word document as a back-up. In the case of technical difficulties submitting work through the course website, students should contact the UTEP Help Desk. Students can email me back-up document as a last resort but not as a regular or standard course practice.

Incomplete grade policy
Incomplete grades may be requested only in exceptional circumstances after the student has completed at least half of the course requirements. If a student believes an incomplete is warranted, the student must contact me to discuss it. If granted, I will establish a contract of work to be completed with deadlines.

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

**Attendance and Punctuality**

Unexcused absences from face-to-face classes that exceed 1 class meeting will result in a loss of 10 points to final grade. With 2 absences, I reserve the right to drop a student from the class. Please, notify me in case of an emergency. Excused absences require authorized documentation (i.e., doctor’s note). As per participation guidelines, it is also important that students arrange their schedule, transportation, and meetings to arrive on time. I will start each class at 5:30 PM. More than two late arrivals over the course of the semester will result in a loss of 5 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 UTEP 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; unique circumstances should be brought to my attention. Cell phone use is a source of distraction for everyone.

**Copyright statement for course materials**

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

**Covid-19 Precautions**

If a student is diagnosed with COVID-19 or is experiencing COVID-19 symptoms, s/he, they should stay home. If a student tests positive for COVID-19, s/he, they are encouraged to report their results to covidaction@utep.edu, so that the Dean of Students Office can provide support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org

**Course Resources:** Where you can go for assistance

**UTEP provides a variety of student services and support:**

**Technology Resources**

- **Help Desk:** Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

**Academic Resources**

- **UTEP Library:** Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- **University Writing Center (UWC):** Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- **RefWorks:** A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

**Individual Resources**

- **Military Student Success Center:** Assists personnel in any branch of service to reach their educational
goals.

- **Center for Accommodations and Support Services:** Assists students with ADA-related accommodations for coursework, housing, and internships.
- **Counseling and Psychological Services:** Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.