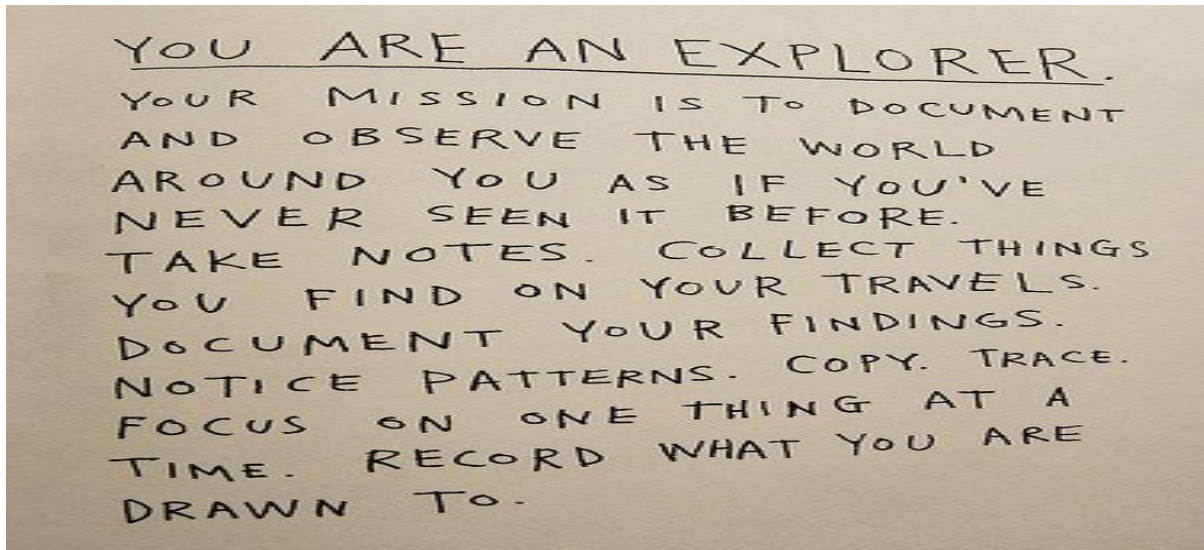


TED 6322 Qualitative Research I
CRN 26598

University of Texas at El Paso
College of Education
Department of Teaching, Learning, and Culture
Spring 2014



Instructor: Char Ullman, Ph.D. Associate Professor
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Class time/place: Mondays, 5:30-8:20 PM, EDUC Rm. 307
Office: EDUC 804 and EDUC 312 (Project LEAD office)
Office hours: Mondays 3:00-5:30 PM and 9:00-10:00 PM

Course Information

3 credit hours, required

Required Texts:

These books are available for purchase at the UTEP bookstore or online.

Lichtman, Marilyn (2013). *Qualitative research in education: A User's guide* (3rd ed.). Thousand Oaks, CA: Sage Publications. ISBN: 978-1-4129-9532-0. \$39.64 on Amazon.

Frank, Carolyn (1999). *Ethnographic eyes: A Teacher's guide to classroom observation*. Portsmouth, ME: Heineman Publishers. ISBN: 0-325-00201-0. \$8.00 on Amazon.

Optional Text:

Verdugo, Eastabrook D. (1998). *Practical problems in research methods: A Casebook with questions for discussion*. Los Angeles: Pycszak Publishing. ISBN: 1-884585-11-6. \$1.00 (!) on Amazon.

Articles will be posted on Blackboard for you to download. They include:

1. Abu, Thea Renda (2007). "I was born here, but my home, it's not here": Educating for democratic citizenship in an era of transnational migration and global conflict, *Harvard Educational Review* 77(3), 285-316.
2. Becker, H. (2007). Terrorized by the literature. In *Writing for Social Scientists: How to Start and Finish your Thesis, Book, or Article* (2nd ed., pp. 135-149). Chicago: University of Chicago Press.
3. Bernard, R., C. Cervoni, C. Desir, and C. McKamey. (2010). "Joining in" and "knowing the I": On becoming reflexive scholars. In W. Luttrell (Ed.), *Qualitative educational research: Readings in reflexive methodology and transformative practice* (pp. 485-490). New York: Routledge.
4. Blackburn, M.V. (2014). Humanizing research with LGBTQ youth through dialogic communication, consciousness raising, and action. In D. Paris and M.T.Winn (Eds.), *Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Communities* (pp. 43-57). Thousand Oaks, CA: Sage Publications.
5. Boellstorff, T. et al (2012). Human subjects clearance and Institutional Review Boards. In Boellstorff et al (Eds.), *Ethnography and Virtual Worlds: A Handbook of Method* (pp. 151-156). Princeton, NJ: Princeton University Press. **a**
6. *ibid.* (2012). Ten myths about ethnography. In Boellstorff et al (Eds.), *Ethnography and Virtual Worlds: A Handbook of Method* (pp. 29-51). Princeton, NJ: Princeton University Press. **b**
7. *ibid.* (2012). Participant observation in virtual worlds. In Boellstorff et al (Eds.), *Ethnography and Virtual Worlds: A Handbook of Method* (pp. 65-90). Princeton, NJ: Princeton University Press. **c**
8. Brayboy, B.M.J. and E. Maughn (2009). Indigenous knowledges and the story of the bean. *Harvard Educational Review*, 79(1), 1-21.

9. Chametzky, B. (2013). Generalizability and the theory of offsetting the affective filter. *Grounded Theory Review: An International Journal* 12(2), 1-12.
10. Chang, P.J. and J. Rosiek (2003). Anti-colonialist antinomies in a biology lesson: A Sonata-form case study of cultural conflict in a science classroom. *Curriculum Inquiry* 33(3), 251-290.
11. Creswell. J.W. (2013). Introducing and focusing the study. *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed., pp. 129-144). Thousand Oaks, CA: Sage Publications.
12. Creswell. J.W. (2013). Philosophical assumptions and interpretive works. *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed., pp. 15-42). Thousand Oaks, CA: Sage Publications.
13. Delamont, S. (2002). Tales, marvelous tales: Recognizing good fieldwork and reading wisely. In *Fieldwork in Educational Settings: Methods, Pitfalls, and Perspectives* (pp. 10-30). New York: Routledge.
14. Elbow, P. and P. Belanoff. (2010). Kinds of responses. In W. Luttrell (Ed.), *Qualitative educational research: Readings in reflexive methodology and transformative practice* (pp. 481-484). New York: Routledge.
15. Elbaz-Luwisch, F. (2002). Writing as inquiry: Storying the teaching self in writing workshops. *Curriculum Inquiry* 32(4), 403-428.
16. Ellis, C. (2007). "I just want to tell MY story": Mentoring students about relational ethics in writing about intimate others. In N.K. Denzin and M.D. Giandina (Eds.), *Ethical futures in qualitative research: Decolonizing the politics of knowledge* (pp. 209-228). Walnut Creek, CA: Left Coast Press.
17. Foster, M. (2010). The Power to know one thing is never the power to know all things: Methodological notes on two studies of Black American teachers. In W. Luttrell (Ed.), *Qualitative Educational Research: Readings in Reflexive Methodology and Transformative Practice* (pp. 384-398). New York: Routledge.
18. Jones, S., T. Adams, and C. Ellis (2013). Coming to know autoethnography as more than a method. In S. Jones, T. Adams, and C. Ellis (Eds.) *Handbook of Autoethnography* (pp. 17-48). Walnut Creek, CA: Left Coast Press.
19. Lamott, A. (1994). Perfectionism. In *Bird by bird: Some instructions on writing and life* (pp. 28-32). New York: Doubleday. **a**
20. *ibid.* (1994). Shitty first drafts. In *Bird by bird: Some instructions on writing and life* (pp. 21-27). New York: Doubleday. **b**

21. Maxwell, J. A. (2010). Validity: How might this be wrong? In W. Luttrell (Ed.), *Qualitative educational research: Readings in reflexive methodology and transformative practice* (pp. 279-287). New York: Routledge.
22. McDermott, R. P. and Varenne, H. (2010). Culture, development, disability. In W. Luttrell (Ed.), *Qualitative educational research: Readings in reflexive methodology and transformative practice* (pp. 95-107). New York: Routledge.
23. Nigh, K. (2013). Seeing feelingly: A Phenomenological inquiry into the mind/body experiences of six drama students. *Curriculum Inquiry* 43(5), 641-669.
24. Smith, Linda Tuhiwai (2010). On tricky ground: Researching the Native in the age of uncertainty. In W. Luttrell (Ed.), *Qualitative educational research: Readings in reflexive methodology and transformative practice* (pp. 95-107). New York: Routledge.
25. Schwandt, Thomas (2007). The Pressing need for ethical education: A Commentary on the growing IRB controversy. In N.K. Denzin and M.D. Giandina (Eds.), *Ethical futures in qualitative research: Decolonizing the politics of knowledge* (pp. 85-98). Walnut Creek, CA: Left Coast Press.
26. Sterling, Robyn L. (2011). Genetic research among the Havasupai—a Cautionary tale, *Virtual Mentor* 13(2), 113-117.
27. Stillo, J. (2012, January 11). Anthropologist: IRBs create the worst of possible worlds. Institutional Review Blog: News and commentary about Institutional Review Board oversight of the humanities and social sciences. <http://www.institutionalreviewblog.com/2012/01/anthropologist-irbs-create-worst-of.html>
28. Su, C. (2007). Cracking silent codes: Critical race theory and education organizing. *Discourse: Studies in the Cultural Politics of Education*. 28(4), 531-548.
29. Tuck, Eve and K. Wayne Yang (2014). R-Words: Refusing research. . In D.Paris and M.T. Winn (Eds.), *Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Communities* (pp. 223-248). Thousand Oaks, CA: Sage Publications.
30. Villenas, Sofia (2010). The Colonizer/Colonized Chicana ethnographer: Identity, marginalization, and co-optation in the field. . In W. Luttrell (Ed.), *Qualitative Educational Research: Readings in Reflexive Methodology and Transformative Practice* (pp. 345-362). New York: Routledge.

Course Description

Welcome to TED 6322!

I look forward to getting to know you this semester. I hope you are well rested and ready to work hard. This is the first in a two-course sequence of doctoral-level qualitative research methods courses (TED 6322 and TED 6323). Education, as a field of study, does not “own” qualitative research. It is an approach to producing knowledge that focuses on the meanings people make, the things they do, and offers ways of interpreting them. Qualitative research explores the contexts in which people make meaning and it is a powerful way to understand processes. It is a way to answer “why” questions. *Qualitative research is one of many lenses through which we can see the world.*

In this course, you will be introduced to:

- the epistemological foundations of qualitative research;
- the five commonly employed approaches to qualitative research;
- some of the emerging approaches (e.g., auto-ethnography and online research);
- how to think like a qualitative researcher;
- the process of reflection, positionality, and the role of reflexivity;
- the ethical issues involved in qualitative research;
- the techniques of participant observation, interviewing, and artifact analysis;
- the use of videotaping and recording equipment;
- the writing of a literature review and the development of an argument in a research proposal;
- the process of submitting a qualitative research proposal to the UTEP IRB and having it accepted.

You will accomplish these learning goals through reading, **writing**, discussions, **writing**, in-class activities, and reading and commenting on your colleagues’ work. Did I mention **writing**? Will By the end of this course, you will

have submitted a well-written a well-developed Institutional Review Board (IRB) Proposal that has been **reviewed, and accepted** by the UTEP IRB. You will do many revisions of your IRB Proposal in this class. You will only receive a final grade in the course when the IRB Proposal has been officially accepted by UTEP's Office of Research and Sponsored Projects.

Given that a qualitative research proposal for a pilot study in education is the product you will produce in this course, I have designed TED 6322 to be a writing/thinking/discussion workshop.

We will discuss the readings in class, and each of you will keep a journal about the ideas in the readings and your responses and reflections on what you have read. There are detailed directions for you on our course webpage. You will also write memos throughout the semester (see our Blackboard webpage for detailed directions). As if that weren't enough writing, you will also write multiple drafts of your IRB Proposal, and you will refine your work with the help of continual feedback from me and from your peers. Each student will have the opportunity to facilitate a specific class discussion, and there will be in-class activities to "try on" different qualitative research techniques. There will be in-class conferences with me about your IRB Proposal, and peer-editing of your colleagues' work. That means you should bring your laptop to every class. Although I will present mini-lectures, this is course in which your participation is paramount.

Athena Fester, IRB Administrator at UTEP will do a presentation about the IRB process. You will also get to know one of the wonderful resources here at UTEP, the Ethnography of Languages, Literacies, and Learning (EL3) Lab. Take a look at this description of the lab:

<http://newsuc.utep.edu/index.php/news-latest/1287-ethnography-lab-focuses-on-history-of-the-present>

You will learn to use the equipment in the EL3 lab in our class, and you will probably become a regular at the lab during Qualitative II.

In Qualitative I you will read, reflect, **write**, discuss ideas, **write**, participate in classroom activities, **write**, have conferences with me, **write**, read and comment

on your colleagues' writing, **write**, and facilitate a discussion. Hence, TED 6322 is the kind of course where every minute we have in class together is vital.

The proposal you develop in this course is the study you will carry out in Qualitative Research II, TED 6323, which is offered in the fall of each year. TED 6323 will result in a manuscript that can be submitted to a scholarly journal for publication.

Relationship with UTEP and COE Strategic Plans

This course shares the vision and mission of the College of Education because it promotes a culture of inquiry. It will provide opportunities for you to grow as researchers. You will expand on the existing knowledge base in your field of study and look for ways to contribute significantly to the educational literature. This course prepares you to conduct qualitative research to study teaching, learning, and culture in diverse contexts, broadly conceived.

Student Learning Outcomes

Engaging in qualitative research at the doctoral level 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 mini-lectures, in-class activities, in-class conferences, discussions, and giving feedback on colleagues' work. By the end of this course, you will have submitted a well-written a well-developed Institutional Review Board (IRB) Proposal that has been **reviewed, and accepted** by the UTEP IRB.

The following table provides a list of the most relevant student learning outcomes for the course and the assessments that will evaluate students' learning.

| Student Learning Outcomes | | Assessments |
|----------------------------------|---|---|
| | <i>By the end of course, the student will be able to:</i> | <i>To evaluate these outcomes, the faculty members will use the following assessment procedures:</i> |
| 1. | Demonstrate understanding of the epistemological foundations of qualitative research. | Discussions, journal entries, memos |

| | | |
|----|--|---|
| 2. | Demonstrate knowledge of varied approaches to qualitative research. | Discussions, journal entries, memos |
| 3. | Reflect on and explain the ethical issues involved in qualitative research. | Discussions, journal entries, memos |
| 4. | Engage in reflection and articulate one's own positionality and the role of reflexivity in qualitative research. | Discussions, journal entries, memos |
| 5. | Write a literature review and understand its role in a qualitative research proposal. | Discussions, journal entries, memos, classroom activities |
| 6. | Practice participant observation, interviewing, and artifact collection, using video- and audio-recording technology. | Discussions, journal entries, memos, classroom activities |
| 7. | Write and submit an IRB Proposal to the Office of Sponsored Projects at UTEP. Do revisions until the proposal is approved. | IRB will be written and submitted as a requirement for completing the course. |

GRADING SCALE

A (Exceeds Expectations): 90-100

B (Meets Expectations): 80-89

C (Does not meet expectations): 70-79

F (Fail): 69 or less

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

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

A "C" for written work signifies that one or more aspects of the assignment were omitted, that assignment specifics were not attended to, and/or poorly constructed, unsupported, or inconsistent arguments characterize the work. Work with multiple spelling, grammatical and editing errors also falls into this category.

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

Class Policy

Always plan to be in class on time. That said, if something unavoidable comes up, come to class as soon as possible. Be sure to text me on my cell phone, at (915) 238-2327, to let me know when you will arrive. Also, all written assignments for this course will be submitted electronically, through Blackboard. No paper assignments will be accepted.

Academic Honesty

Everything you turn in for this course must be your own work. I want to know what *you* think, not how clever you are at getting around the rules. Use your brilliance in a productive way. Any act of academic dishonesty attempted by a UTEP student is unacceptable. 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, in order 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 you have or believe you have a disability, you may wish to self-identify it. 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 professor and/or director of Disabled Student Services. You may call (915) 747-5148 for general information about the Americans with Disabilities Act (ADA). I am always happy to accommodate to your needs.

Course Requirements:

1. Letter to the Reader

You will write journal entries about everything we read this semester. I will grade your Letter to the Reader, in which you reflect on what you have read and written and select five key entries that you would like me to read. You will find directions for this assignment on our course website.

This will be done three times throughout the semester, for a total of **24 possible points**:

1. Feb. 24, by midnight. **8 possible points**
2. Mar. 31, by midnight. **8 possible points**
3. April 21, by midnight. **8 possible points**

See the grading rubric for Letter to the Reader in the Appendix.

2. Memos

There are 13 memo assignments in this course. They carry with them the varying point values outlined below. There are **26 possible points** for the Memo Assignments. Some will be done as homework, others will be done in class. If for some reason you miss an in-class assignment, you cannot make it up.

1. Memo 1, due Feb. 3, by 6 AM **5 possible points**
2. Memo 2, due Feb. 10, by 6 AM **6 possible points**
3. Memo 3, Mar. 3, in class **1 possible point**
4. Memo 4, Mar. 17, by 6 AM **6 possible points**
5. Memo 5, Mar. 17, in class **1 possible point**
6. Memo 6, Mar. 24, in class **1 possible point**
7. Memo 7, Mar. 31, talk about it in class
8. Memo 8, Mar. 31, in class **1 possible point**
9. Memo 9, Mar. 31, in class **1 possible point**
10. Memo 10, Ap. 7, in class **1 possible point**
11. Memo 11, Ap. 21, in class **1 possible point**
12. Memo 12, Ap. 14, in class **1 possible point**
13. Memo 13, Ap. 14, in class **1 possible point**

See the grading rubric for Memos in the Appendix.

3. Preliminary Annotated Bibliography

You will find directions for this assignment on our course website.

The Preliminary Annotated Bibliography is due on **Fri., Mar. 28 by 6 AM.**

Your initial annotated literature review is worth up to **3 points.**

See the grading rubric for the Preliminary Annotated Literature Review in the Appendix.

4. Annotated Bibliography

You will find directions for this assignment on our course website. Your annotated literature review is worth up to **5 points.** The Annotated Bibliography is due on **Fri. Ap. 11, by 6 AM.**

See the grading rubric for the Annotated Literature Review in the Appendix.

5. Facilitating a Discussion

You can earn up to 2 points for leading a discussion.

See the grading rubric for Facilitating a Discussion in the Appendix.

6. Mock Conference Presentation

You can earn up to 5 points for this presentation.

See the grading rubric for the Mock Conference Presentation in the Appendix.

7. IRB Proposal

There are seven parts to a typical IRB proposal. There may be some variation, depending on your project. We will make adaptations to your specific situation on an individual basis. This assignment is worth up to **35 points**, and you will receive an incomplete in the course until your IRB Proposal is approved by the IRB board.

The parts of the proposal include:

- a. The narrative
- b. The literature review
- c. The methods
- d. The instruments (e.g., interview protocols, questionnaires, focus group protocols)
- e. Consent/assent forms
- f. Permission from the agency you plan to work with
- g. Evidence of having passed the CITI test

See the grading rubric for the IRB Proposal in the Appendix.

Course Schedule for Spring 2014*

| Week | Date | Work in Class | Assignments | Facilitator |
|--|--------------|---|--|------------------------|
| Introduction to TED 6322 | | | | |
| 1 | Mon. Jan. 27 | <p>-Watch excerpt from <i>The Matrix</i></p> <p>-Getting to know each other</p> <p>-Complete questionnaire</p> <p>-Introduction to the course</p> <p>-Discuss "On Creating Intellectual Community"</p> <p>-In-class observation activity with <i>Entre les murs</i></p> <p>-Discuss Elbow & Belanoff essay on kinds of feedback</p> | <p>-Take the CITI test for Social & Behavioral Researchers, at: http://research.utep.edu/Default.aspx?tabid=72173. Send screen shot of your results to me.</p> <p>-Take APA tutorial, at: http://www.lib.usm.edu/legacy/tutorials/apatutorial/tutorialindex.html. Send results to me. Both must be completed by Mon., Feb. 3 at 6 AM.</p> <p>-Read 83 pages:</p> <ol style="list-style-type: none"> 1. Lichtman, ch. 1 2. Creswell, ch. 2 3. Maxwell (BB) 4. Bernard et al (BB) 5. Frank, ch. 1 <p>-Write journal entries.</p> | Dr. Ullman |
| What is qualitative research, anyway? Thinking about traditions, influences, and epistemology | | | | |
| 2 | Mon., Feb. 3 | <p>- Watch excerpt from <i>Pi</i></p> <p>-Mini-lecture with discussion about traditions, epistemology, and validity in qual. research.</p> <p>- In-class observation activity <i>redux</i></p> <p>-Beginning to think about reflexivity</p> <p>-Discuss Memo 1</p> <p>-Group discussion of Verdugo, case #1</p> | <p>-Read 80 pages:</p> <ol style="list-style-type: none"> 1. Lichtman, ch. 8 2. Smith (BB) 3. Foster (BB) 4. Villenas (BB) 5. Blackburn (BB) 6. Frank, ch. 6 <p>-Memo 1 DUE, Mon. Feb. 3, by 6 AM.</p> <p>-Write journal entries.</p> | To Be Determined (TBD) |

| Reflection, Reflexivity, and Subjectivity | | | | |
|---|---------------|--|--|------------------------|
| 3 | Mon., Feb. 10 | <ul style="list-style-type: none"> - Watch excerpt from <i>Annie Hall</i> - Mini-lecture on ch. 8 -Discuss Smith, Foster, Villenas, and Blackburn. -Discuss Memo 1. -Visit the EL3 Lab. | <p>Read 79 pages:</p> <ol style="list-style-type: none"> 1. Lichtman, ch. 3 2. Tuck et al (BB) 3. Schwandt (BB) 4. Sterling (BB) 5. Stillo (BB) 6. Lamott, b (BB) <p>-Write journal entries -Memo 2 DUE, Feb. 10, by 6 AM.</p> | To Be Determined (TBD) |
| Ethics in Qualitative Research | | | | |
| 4 | Mon., Feb. 24 | <ul style="list-style-type: none"> - Watch excerpt from <i>Miss Evers' Boys</i> -Presentation by Athena Fester, ORSP, about IRB process -Discuss readings -Ethics exercise | <p>Read 89 pages</p> <ol style="list-style-type: none"> 1. Lichtman, ch. 2 2. Lichtman, ch. 5 3. Frank, ch. 4 4. Brayboy (BB) 5. Lamott, a (BB) <p>-Write journal entries -Letter to the Reader DUE Feb. 24, by 6 AM.</p> | To Be Determined (TBD) |
| Five Popular Qualitative Approaches (Part I) | | | | |
| 5 | Mon., Mar. 3 | <ul style="list-style-type: none"> - Watch excerpt from <i>The Songcatcher</i> -Mini-lecture -Discuss readings -Discuss Memo 3 in class | <p>Read 133 pages (it's over Spring Break)</p> <ol style="list-style-type: none"> 1. Boellstorff (BB) b 2. El-Haj (BB) 3. Nigh (BB) 4. Elbaz-Luwisch (BB) 5. Su (BB) 6. Chametsky (BB) <p>-Write journal entries -Memo 4 DUE, Mar. 17, by 6 AM</p> | |
| NO CLASS | | | | |
| | Mon., Mar. 10 | Spring Break | Enjoy your time off! | |

| Five Popular Qualitative Approaches (Part II) | | | | |
|---|---------------|--|---|------------------------|
| 6 | Mon., Mar. 17 | -Watch excerpt from <i>The Final Cut</i> -Discuss, categorize, and evaluate examples from each approach to qualitative research. -Discuss Memo 5 in class | Read 87 pages 1. Lichtman, ch. 5 2. Lichtman, ch. 6 3. Jones, Adams, & Ellis (BB) 4. Boellstorff (BB) c 5. Chang & Rosiek (BB) -Write journal entries | To Be Determined (TBD) |
| Emerging Approaches: Autoethnography and Online Research | | | | |
| 7 | Mon., Mar. 24 | -Watch excerpt from <i>Avatar</i> -Skype with Dr. Tony Adams, autoethnography scholar and/or -Skype with Dr. Tom Boellstorff, ethnographer of virtual worlds -Discuss Memo 6 in class | -Read 7 pages 1. Boellstorff (BB) a -Preliminary Annotated Bibliography DUE, Fri., Mar. 28, by 6 AM. -Be ready to discuss the first draft of your IRB Proposal next week. -Write journal entries | To Be Determined (TBD) |
| The IRB Proposal | | | | |
| 8 | Mon., Mar. 31 | - Watch excerpt from <i>Contact</i> -Discuss readings -Discuss the outline of your IRB Proposals -Discuss Memo 8 in class -Discuss Memo 9 in class | Read 50 pages 1. Lichtman, ch. 9 2. Becker (BB) 3. Delamont (BB) -Write journal entries - <i>Letter to the Reader</i> DUE Mar. 31 by 6 AM. | To Be Determined (TBD) |
| The Literature Review | | | | |
| 9 | Mon., Ap. 7 | -Watch excerpt from <i>Iris</i> -Dr. Ullman shares her Memo 7 -Discuss Memo 10 in class | Read 43 pages 1. Lichtman, ch. 11 2. Frank, ch. 2 3. Frank, ch. 7 -Write journal entries -Annotated Bibliography DUE Fri., April 11 by 6 AM. | To Be Determined (TBD) |

| Participant Observation and Collection of Material Artifacts | | | | |
|---|--------------|---|--|---------------------------------|
| 10 | Mon., Ap. 14 | -Watch excerpt from <i>Kinsey</i> -Discuss readings -Discuss Memo 12 in class -Activity on taking field notes with <i>Breakfast at Tiffany's</i> | Read 45 pages 1. Lichtman, ch. 10 2. Frank, ch. 3 3. Listen to Terry Gross interview Sonia Sotomayor http://www.npr.org/2014/01/13/262067546/as-a-latina-sonia-sotomayor-says-you-have-to-work-harder -Write journal entries | To Be Determined (TBD) |
| Interviewing | | | | |
| 11 | Mon., Ap. 21 | -Watch excerpt from <i>The Thin Blue Line</i> -Visit the EL3 Lab -Interviewing workshop -Do Memo 11 in class | Read 15 pages 1. Cresswell, ch. 6 -Letter to the Reader DUE April 21 by 6 AM -Memo 13 DUE April 25 by midnight | To Be Determined (TBD) |
| Introducing and Focusing the Study | | | | |
| 12 | Mon., Ap. 28 | -Watch excerpt from <i>Capote</i> -Writing workshop -Do translating a research design to a proposal exercise -Discus memo 13 in class | -Prepare your presentation and PowerPoint. -Critique your colleagues' work | To Be Determined (TBD) |
| Mock-Conference Presentations (Part I) | | | | |
| 13 | Mon., May 5 | Presentations | -Prepare your presentation and PowerPoint. -Critique your colleagues' work | |
| Mock-Conference Presentations (Part II) | | | | |
| 14 | Mon, May 12 | Presentations | Turn your proposals in to the UTEP IRB and to me May 15, by 6 AM. | Have a wonderful summer! |

***Please note that this syllabus is subject to change and/or adjustments.**

Appendix 1

Grading Rubric for Letter to the Reader (24 possible points)

- 1. Feb. 24, by 6 AM **8 possible points**
- 2. Mar. 31, by 6 AM **8 possible points**
- 3. April 21, by 6 AM **8 possible points**

| Category | Exceeds Standards | Meets Standards | Does not Meet Standards |
|-----------------------------|---|---|--|
| <i>Letter to the Reader</i> | <ul style="list-style-type: none"> -Letter deeply describes five items from the larger journal. -Letter explains why each entry was chosen, and does so reflexively. -Letter addresses all four required questions with thought. -Letter is understandable for the reader (me). | <ul style="list-style-type: none"> -Letter may not describe the all five items or do so very well. -Letter may not explain why each entry was chosen, and the reasons may be superficial. -Letter does not address all four questions, and/or does so superficially, for the most part. -Parts of the letter are difficult to understand. | <ul style="list-style-type: none"> -Letter does not include five items from the larger journal. -The explanations as to why the entries were chosen are non-existent or superficial. -The four questions are not addressed at all or are completely superficial. -Most of the letter is difficult to decipher. |
| Points | 8 | 7-4 | 3-0 |

Appendix 2

Grading Rubric for Memos

There are 13 memo assignments in this course. Each one is worth **2 points** points, for a total of **26 possible points**. Some will be done as homework, others will be done in class.

| Category | Exceeds Standards | Meets Standards | Does not Meet Standards |
|---------------------------------------|--|--|--|
| <i>Memos written outside of class</i> | -Memo addresses the questions thoroughly, and demonstrates a high level of reflexivity. -Memo follows APA format. | -Memo addresses some of the questions thoroughly, but the personal reflexivity is limited. -Memo sporadically follows APA format. | -Memo does not adequately address the questions. -Memo is not reflexive. -Memo does not follow APA format. |
| Points | 6-5 | 4-3 | 2-0 |

| Category | Meets Standards | Does not Meet Standards |
|---|---|---|
| <i>Memos written in class and discussed orally.</i> | -Student is present. -Student writes and participates in discussion. | -Student is not present. -Student does not write or participate in discussion. |
| Points | 1 | 0 |

Appendix 3

Grading Rubric for the Preliminary Annotated Bibliography Worth up to 3 points

| Category | Meets Standards | Does not Meet Standards |
|---|--|--|
| <i>Preliminary Annotated Bibliography</i> | -20 relevant references are presented. - One key book and one key article are fully annotated (summarized, assessed, and reflected upon). -APA format is followed. | -fewer than 20 relevant references are presented. - The key book and key article are not fully annotated. -APA format is not followed. |
| Points | 3-2 pts. | 1-0 pts. |

Appendix 4

**Grading Rubric for the Annotated Bibliography
Worth up to 5 points**

| Category | Meets Standards | Does not Meet Standards |
|-------------------------------|---|---|
| <i>Annotated Bibliography</i> | -20 relevant references are presented. - All items are annotated (summarized, assessed, and reflected upon). -APA format is followed. | -Fewer than 20 relevant references are presented. - Not all items are fully annotated. -APA format is not followed. |
| Points | 5-4 pts. | 3-0 pts. |

Appendix 5

Grading Rubric for Facilitating a Discussion

Worth up to 2 points

| Category | Meets Standards | Does not Meet Standards |
|--------------------------------------|---|---|
| <i>Facilitating class discussion</i> | <ul style="list-style-type: none">-Facilitators ask questions that allow colleagues to demonstrate their understanding of the readings.- Facilitators ask questions that allow colleagues to critique and reflect upon the readings.- Facilitators make sure everyone has a chance to speak.- Facilitators make sure the conversation stays collegial. | <ul style="list-style-type: none">-Facilitators to not take the initiative and shape the discussion.-A fight breaks out. 😊 |
| Points | 2-1 | 0 |

Appendix 6

Mock Conference Presentation

Worth up to 5 points

| Category | Exceeds Standards | Meets Standards | Does not Meet Standards |
|-------------------------------------|--|---|---|
| <i>Mock Conference Presentation</i> | <ul style="list-style-type: none">-PowerPoint is clear and follows APA format.-Presenter talks about the project in a conversational way and does not read slides.-Presenter answers questions thoughtfully and amicably.-Presenter stays within the 20-min. limit. | <ul style="list-style-type: none">-PowerPoint has parts that are unclear-Does not always follow APA format.-Presenter reads slides.-Presenter is befuddled by questions.-Presenter goes over the 20-min. limit. | <ul style="list-style-type: none">-Power Points are non-existent or unclear.-No clear format.-Presenter is unclear.-Questions are ignored.-Time limits are ignored. |
| Points | 5-4 | 3-2 | 1-0 |

Appendix 7
Grading Rubric for IRB Proposal
Worth up to 35 points

Each part of your proposal must be well written, and edited for standard English (of course, your consent forms may be in another language, but they have to be submitted in English as well as the other languages). The proposal that you turn in to me will follow the format of the IRB Proposal, with each question copied into a Word document. The Proposal you turn into the IRB office will be on their forms. It will be well-argued, well-written, and edited. It will be in APA style and in Times Roman 12-point type. The rubrics are divided up into three parts, based on the number of points possible for each.

1. Parts Worth Up to 6 Points

| | Category | Meets Standard | Nearly Meets Standard | Doesn't Meet Standard |
|---|-----------------------|---|--|---|
| 1 | The Narrative | <ul style="list-style-type: none"> -Presents a persuasive argument as to why the topic must be researched. -Clearly states the themes/questions to be explored. -Discusses why the topic matters. -Includes the researcher's positionality. | <ul style="list-style-type: none"> -Presents an adequate argument as to why the topic must be researched. -Includes the themes/questions to be explored. -Reasons the topic matters are left implicit. -The researcher's positionality is presented superficially. | <ul style="list-style-type: none"> -Argument to justify the topic is unclear or missing. -Questions or themes are not clearly stated. -No clear reasons for the study can be ascertained. -The researcher's positionality is omitted. |
| 2 | The Literature Review | <ul style="list-style-type: none"> -The literature is summarized, assessed, and critiqued in relation to the project. -The presentation of the literature is part of the argument for the project. | <ul style="list-style-type: none"> -The literature is only partially summarized, assessed, and critiqued. -The relationship of the literature to the topic is unclear. -The presentation of the literature is not clearly part of the argument for the project. | <ul style="list-style-type: none"> -The literature presented is not well summarized, assessed, or critiqued. -The literature is unrelated to the topic. -There is no argument. |
| 3 | The Methods | <ul style="list-style-type: none"> -Methods are clearly explained. -A solid relationship between the questions/theme and the methods is established. -Questions of how validity will be | <ul style="list-style-type: none"> -Methods are only partially clear. -A relationship between the questions/theme and the methods is only partially established. -Questions of how validity will be | <ul style="list-style-type: none"> -Methods are entirely unclear. -There is no relationship between the questions/theme and the methods. -Questions of how validity will be determined are not addressed. |

| | | | | |
|---|-------------|---|---|--|
| | | determined are addressed. | determined are addressed only superficially. | |
| 4 | Instruments | -Explanation of emergent research is well expressed and argued. -Interview and/or focus group protocols are clear, complete, and well compiled. -Questionnaires are clear, complete, and well compiled. -Other instruments are clear, complete, and well compiled. | -Explanation of emergent research is more vague than clear. -Interview and/or focus group protocols are only partially clear, incomplete. -Questionnaires are unclear and incomplete. -Other instruments are unclear and incomplete. | -Explanation of emergent research is missing. -Interview and/or focus group protocols missing or incomplete. -Questionnaires are missing or incomplete. -Other instruments are missing or incomplete. |
| | Points | 6-5 | 4-1 | 0 |

2. Parts Worth Up to 4 Points

| | Category | Meets Standard | Nearly meets standard | Doesn't meet standard |
|---|----------------------|--|--|--|
| 5 | Consent/Assent Forms | <ul style="list-style-type: none"> -Appropriate consent/assent forms have been completed. - All of the requisite information is included. -The forms are written in language that is appropriate for the readers. | <ul style="list-style-type: none"> -Not all of the consent/assent forms have been completed. - Important information is missing from the forms. -The forms are written in inappropriate language for the readers. | <ul style="list-style-type: none"> -Few of the consent/assent forms have been completed. - Crucial information is missing from the forms. -The forms are difficult to decipher. |
| 6 | Mechanics | <ul style="list-style-type: none"> -Proposal has been edited. -Proposal follows APA format. -Proposal has been spell checked. | <ul style="list-style-type: none"> -Proposal has been only partially edited. -Proposal follows APA format, but sporadically. -Proposal has not been spell checked. | <ul style="list-style-type: none"> -Proposal has not been edited. -Proposal does not follow APA format. -Proposal has not been spell checked. |
| | Points | 4-3 | 2-1 | 0 |

3. Parts Worth 1 Point

| | Category | Meets standard | Does not meet standard |
|---|---|---|--|
| 7 | Title | -Title is included. -Title is descriptive and engaging. | -Title is not included. -Title is unclear. |
| 8 | Permission from the agency you plan to work with. | -Permission letter is included. -No permission letter is needed. | -No permission letter is included. -There is a letter, but it does not grant permission to conduct a study to the researcher. |
| 9 | Evidence of having passed the CITI exam | -Evidence is included. | -Evidence is not included. |
| | Points | 1 | 0 |