

**EDF 803**  
**Qualitative Methods**  
**Spring 2008**

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12:00 – 5:00

**Course Prerequisite, Description, and Objectives**

**Prerequisite**

Students should have completed EDF 800 or its equivalent.

**Catalog Description**

Students in this course will discuss future trends, issues, and problems in academic educational systems. Students will understand and develop a qualitative research design. Their focus will be to identify potential problems in and solutions and to develop useful and relevant theory in qualitative research.

**College of Education and Human Development Vision, Mission, and Conceptual Framework**

VISION

The faculty of the College of Education and Human Development prepare candidates to become effective professionals who set the standard for excellence through best practices.

MISSION

The College of Education and Human Development (COEHD) exists to serve the regional, state, national, and global communities by developing effective professionals through implementing innovative and progressive programs.

CONCEPTUAL FRAMEWORK

The COEHD's Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the Conceptual Framework are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity and Technology are included in the assessment process as themes that are integrated throughout all programs in the educational unit.

**Course Objectives**

1. The student will explore the field of qualitative research through the written word and electronically, to get beyond initial conceptions and generate or revise conceptual frameworks [CK].

2. The student will compare and contrast qualitative and quantitative methodology in terms of historical perspective and futuristic assumptions [CK].
3. The student will critique and evaluate examples of qualitative research to be able to explore the diverse nature of qualitative research [CK, SM].
4. The student will analyze the various aspects of a qualitative research design, e.g., ethnography, field methods, participant observation, case study, naturalistic methods and responsive evaluation [CK, SM].
5. The student will synthesize all relevant information pertaining to the student's possible choice of study for a dissertation topic [CK, SM].

Upon completion of the course, the student will have an *increased capacity* to:

- A. Use research methods to address an issue of contemporary interest that is related to educational innovation in academic or non-academic settings. The selection should be related to a possible dissertation topic.
- B. Apply theory to guide the study of a specific issue or problem.
- C. Develop an overview and compare/contrast research strategies and the use of appropriate research instruments in an identified educational environment.
- D. Conceptualize the need for contemporary applied research to innovative programs.
- E. Generate implications for future research, theory, and practice.
- F. Use technology effectively to execute productive research.

## **Course Policies and Procedures**

### **Text**

Bogdan, R., & Biklen, S.K. (2007). *Qualitative research for education: An introduction to theories and methods* (5<sup>th</sup> ed.). Boston: Pearson Education.

### **Course Organization**

This course is organized around the chapters in the textbook as indicated in the class schedule at the end of this syllabus. The most important thing to note is that this class is 50% Internet, meaning we will only meet in person as a class half of the time. The class is structured around a logical flow for the topics we will cover; therefore, that is what drives when we meet as a class. It is imperative that you keep up with when we will meet in class and when you will do assignments on-line.

All course materials will be provided on Blackboard, including guides/templates and grading rubrics for each assignment. You will need to access Blackboard regularly and often as it will serve as the venue for this course beyond the classroom. Each week (including those during which we meet as a class) I will provide on Blackboard a list of tasks you need to complete for that week. For the in-class weeks, the list will be shorter because will do activities during class time. Unless specified in this syllabus, assignments will not be graded.

*In-class Meetings* – Students are expected to do the reading assignments before coming to class. Your readings from the textbook are indicated in the class schedule at the end of this syllabus. Additional reading assignments will be posted on Blackboard. The professor will cover the main points in the chapters along with some information not included in the textbook. A familiarity with the material will aide in student learning and facilitate class discussion.

*On-line "Class" Sessions* – During the on-line weeks, you may complete the reading assignments and tasks when your schedule permits. However, be aware of assignments listed in the syllabus that are due during some of those weeks.

We will discuss all of this in detail at the first class meeting.

### Evaluation Sources

The table below describes the assignments and exams that your class grade will be based upon.

| <b>Evaluation Sources</b>  | <b>Comments</b>                        | <b>Points</b> |
|----------------------------|--|---------------|
| Observation Assignment     | Electronic Submission                  | 40            |
| Interview Assignment       | Electronic Submission                  | 40            |
| Research Design Assignment | Electronic Submission                  | 30            |
| Journal                    | Hard Copy Submission                   | 30            |
| Presentation               | Given in class & Electronic Submission | 30            |
| Quiz 1                     | To be completed online                 | 15            |
| Quiz 2                     | To be completed online                 | 15            |
| Final Exam                 | To be completed online                 | 50            |

Late assignments will be subject to the loss of 10% of the possible points for each day the assignment is late. The deadlines for electronically submitted assignments is midnight of the scheduled due date.

Make-ups will not be given for any assignment including exams unless previously cleared with the professor. In the case of an emergency, the professor must be notified within 24 hours of class and sufficient documentation may be required. Decisions to give make-up exams are at the discretion of the professor.

The professor will attempt to remind the class of deadlines for upcoming assignments. However, you are responsible for being aware of deadlines and exam dates and should inquire, before the last minute, about any assignment that is unclear.

**COMPLETE ASSIGNMENTS EARLY AND KEEP EXTRA COPIES. SAVE YOUR WORK ON ONE OR MORE BACK-UP DISKS. REASONS, SUCH AS MALFUNCTIONING PRINTERS, CRASHED HARD-DRIVES, AND INTERNET PROVIDERS BEING DOWN, WILL NOT MERIT EXTRA TIME TO COMPLETE ASSIGNMENTS.**

## Grading Policy

|               |   |                 |
|---------------|---|-----------------|
| 225-250       | A | (90% - 100%)    |
| 200-224       | B | (80% - 89%)     |
| 175-199       | C | (70% - 79%)     |
| 150-174       | D | (60% - 69%)     |
| 149 and below | F | (59% and below) |

## Attendance

Attendance is crucial for an understanding of the material that will be on exams and that you will need throughout your graduate and professional career. As a graduate student enrolled in this class, you are expected to be present and on time for each class meeting. Attendance is not included in the final grade for this class; however, habitual absences and/or tardiness may affect decisions concerning the acceptance of late assignments as well as the final grade.

If you are unable to attend class, it is your responsibility to obtain the information concerning the lectures as well as assignments that are due for the next class meeting.

**IF YOU ARE UNABLE TO ATTEND CLASS, YOU ARE STILL RESPONSIBLE FOR SUBMITTING YOUR ASSIGNMENTS BY THE POSTED DUE DATE.**

## Classroom Behavior

Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; use of beepers, cellular telephones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line." In the event of a situation where a student legitimately needs to carry a beeper/cellular telephone to class, prior notice and approval of the instructor is required." Children are not allowed to accompany you to class.

## **University Policies**

### Academic Honesty

Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Cheating on examinations, plagiarism, improper acknowledgment of sources in paper and the use of a single paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.

### E-mail Policy

**All e-mail communication MUST be sent through your official Southeastern Louisiana University e-mail address.**

## **Disabilities and Accommodations**

If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Disability Services, Room 203, Student Union. No accommodations will be granted without documentation from the Office of Disability Services.

## **References**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among the five approaches* (2<sup>nd</sup> ed.). Thousand Oaks: Sage Publications.

Maxwell, J. A. (2005). *Qualitative research design: An interactive approach* (2<sup>nd</sup> ed.). Thousand Oaks: Sage Publications.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3<sup>rd</sup> ed.). Thousand Oaks: Sage Publications.

## Class Schedule for Spring 2008

### Important Dates for this Course

Friday, March 14                      Last day to withdraw or resign from regular classes  
 Monday, May 19                      Last day to return rental textbooks without a fine

| Date | Class or On-line | Topics to be Covered                           | Readings for Class*        | Assignments Due                 |
|------|------------------|--|----------------------------|---------------------------------|
| 1/23 | Class            | Syllabus, Introduction to Qualitative Research | Chapter 1 (pp. 1-8, 35-53) |                                 |
| 1/30 | Class            | History, paradigms and approaches              | Chapter 1 (pp. 8-35)       |                                 |
| 2/6  | On-line          | Paradigms and Approaches Design                | Chapter 2                  |                                 |
| 2/13 | Class            | Design   | Refer to chapter 2         |                                 |
| 2/20 | On-line          | Fieldwork                                      | Chapter 3, Appendix B      | Quiz 1                          |
| 2/27 | Class            | Observations                                   | Chapter 4, Appendix A      |                                 |
| 3/5  | On-line          | Documents, Internet, and other methods         | Refer to chapter 4         |                                 |
| 3/12 | Class            | Interviewing                                   | Refer to chapters 3 & 4    |                                 |
| 3/19 | On-line          | Qualitative Applications                       | Chapter 7                  |                                 |
| 3/26 | Spring Break     |  |                            |                                 |
| 4/2  | Class            | Analyses                                       | Chapter 5                  |                                 |
| 4/3  | On-line          | Quality, Credibility, and Validity             |                            | Observations Assignment         |
| 4/16 | On-line          | Writing  | Chapter 6                  | Quiz 2                          |
| 4/23 | On-line          | Mixed Methods                                  |                            |                                 |
| 4/30 | Class            | Class Presentations                            |                            | Interview Assignment<br>Journal |
| 5/7  | Class            | Computer Analyses<br>Review for Final          | Refer to chapter 5         | Research Design Assignment      |
|      | Final Exam       |  |                            |                                 |

\*You will have additional readings for most weeks listed on Blackboard.

**NOTE: DEVIATIONS TO THIS SYLLABUS MAY BE NECESSARY TO BETTER FACILITATE LEARNING AND/OR TO ENHANCE THE FLOW OF THIS COURSE.**