# COURSE SYLLABUS COVER SHEET
Lewis & Clark College  
Graduate School of Education and Counseling

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<th>Course Name</th>
<th>Qualitative Methods</th>
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<td>Course Number</td>
<td>EDLL 741A, CPSY 537</td>
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<tr>
<td>Term</td>
<td>Summer 2015</td>
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<td>Department</td>
<td>EDLL and CPSY</td>
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<td>Faculty Name</td>
<td>Sue Feldman</td>
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## Catalogue Description:
Overview and application of qualitative research methods. Through course readings, discussion, and practical application, candidates explore: (1) different approaches in qualitative research and epistemologies and common theoretical perspectives that undergird qualitative inquiry, and (2) various methods and techniques for gathering, interpreting, and making meaning of in-depth and rich information about things as they occur in their natural settings. Candidates gain the skills necessary to review and critique qualitative research and to design and undertake their own qualitative research.

## GSEC Guiding Principles & EDLL Themes Addressed in Course:

<table>
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<th>GSEC GP (2) Disciplinary Knowledge: Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.</th>
<th>Class meeting(s) or assignment(s) addressing this standard: Days 1-9 and Presentation Assignment</th>
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<td>GSEC GP (6) Assessment: Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.</td>
<td>Class meeting(s) or assignment(s) addressing this standard: Days 1-3 and 5-7; Presentation Assignment</td>
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<td>GSEC GP (7) Research and Reflection: Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.</td>
<td>Class meeting(s) or assignment(s) addressing this standard: Days 1-9 and Presentation Assignment</td>
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<td>EDLL Theme (6) Research and evaluation</td>
<td>Class meeting(s) or assignment(s) addressing this standard: Days 1-9 and Presentation Assignment</td>
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## Student Performance:
Student performance criteria appear throughout the syllabus.

## Authorization Levels
This course addresses several standards of proficiency required by the Graduate School of
Education and Counseling and Teacher Standards and Practices Commission for the initial administrator license in early childhood/elementary and middle level/high school in the state of Oregon.

**Disability Statement**

If you are a student with a documented disability who will require accommodations in this course, or if you would like to seek such documentation, please contact Student Support Services, located in the undergraduate campus. Staff there will help you develop a plan to address your academic needs. Students who are already registered with Student Support Services and wish to receive accommodation in this course are strongly encouraged to share the recommended accommodations with the course instructor before class begins.

**Academic/Professional Conduct Statement**

Academic honest and integrity are core values at Lewis and Clark College. Adherence to the norms and ethics of professional conduct are a part of this commitment. Members of the Graduate School community both require and expect one another to conduct themselves with honesty, integrity, and respect for all. Policies related to academic and professional conduct can be found in the Graduate School Catalog: http://docs.lclark.edu/graduate/. Please review these policies to ensure you understand them fully.
Instructor: Dr. Sue Feldman  
Rogers Hall, Room 302  
feldmans@lclark.edu  
Office Hours: By appointment

Course Overview  
This course is an introduction to the rich traditions of qualitative research. The course is designed to introduce students to the methodology, habits of mind and practices of conceptualizing, designing and conducting qualitative research.


Strongly recommended for CPSY students  

Suggested Further Background Reading  


Course Assignments  
1. Seminar papers and Reading Journal (25% of grade) bring to class every day  
This course has reading for each daily session. Students are expected to complete a reading journal entry for each reading and prepare a seminar paper for each day. Seminar papers have three sections: 1) summary of the session’s readings, 2) new or confusing terms and concepts and 3) three open ended questions to pose to the class for discussion. Seminar papers are to be emailed to feldmans@lclark.edu before class each day using the subject line 7-1-15_Last Name_Seminar Paper. Reading Journal are to be emailed in one attachment on the last day of class using the subject line Last Name_Reading Journal. A google doc is also fine you prefer to invite a review of your work online.
2. Two page description of a qualitative research study (25% of grade) Due on Sunday July 12th. This assignment can actually be up to four pages, but it is called a two-page description because you are aiming at being as clear and concise as possible which makes two pages a good goal to aim for. This assignment is designed to help you sort out the parts of a research design and the relationship each part has with the others. More than an exercise “two-pagers” are a part of the professional practice of designing research. It is typical for students to write multiple “two-pagers” in the process of designing a study. It is worthwhile to get good at working out a research design in two pages. Two-pagers can be used in the participant consent process, and in sharing your research design with multiple audiences including funders. The two-pager” lays out a research design in a linear manner but that does not mean that the process of constructing it has to be linear. We will discuss this process in class. You will find multiple possible graphic organizers in moodle to help you in the process. You can use one of these models or create your own.

3. Presentation of a Qualitative Approach (25% of grade) due in class. Students are encouraged to work in pairs to support each others’ learning and to cover more material more efficiently.

There are many qualitative approaches. In a short course, we cannot cover them all in-depth, but my aim is for each of you to begin to become more of an expert in the approach (or set of approaches) you feel are best suited to your dissertation or thesis research. To do this, each of you (either individually or in groups of two-three) will review qualitative research texts (session one and two) and select the qualitative approach that you think best fits your research interests. You will go deep into this approach by reading at least one book that details “the how” of the approach. You will have time on the first two days of the course to review “how to” books selected from the library. You will also select one exemplar of this approach in action (i.e., a research study that has utilized this approach). This can be a book, book chapter, journal article, or dissertation. You need to submit your book selection and exemplar study to me by email no later than Monday July 7th. You (and your partner(s), if applicable) will have 30 minutes to present about your selected research method to the class. Presentations must include the following:

- Definition and description of your method, including its particular aims and how it is distinct from other qualitative methods (10 points).
- Discussion of when this approach is appropriate, and the type of research questions this method would be able to answer (10 points).
• Discussion of study designs using this method including selection of sample, data collection, and techniques for data analysis (10 points).
• Description of some of the key scholars who write on your approach, and their key scholarly works that address the approach (10 points).

CLASS PLAN AND DAILY READING

1. Monday, June 29th
   Session One: Introduction to Qualitative Research Design
   In this session we will explore introductory questions and spend time in the library reviewing qualitative methods texts and choosing a text for their in-depth study. Students are encouraged to work on this project with a partner or in a small group.

   • What is qualitative research?
   • Why would researchers select a qualitative approach over a quantitative approach?
   • What are the various perspectives that undergird different kinds of qualitative research?
   • What are the differences between the way we ask quantitative questions and the way we ask qualitative questions?
   • How would a qualitative approach fit your study?

   Session One Reading
   Creswell Chapters 1-3

2. Tuesday, June 30
   Session Two: Different Approaches to Qualitative Methods
   During this session we will discuss different approaches to qualitative research designs and their implications for knowledge production. Students will spend some time in the library reviewing methods texts and choosing a method to explore in-depth and present to the rest of the class.

   Session Two Reading
   Creswell Chapters 4-5.

Read either all of the study samples in the appendixes of Creswell or read at least two of the studies below:

a) Ethnography/ critical ethnography
b) Case Study/Multi-case study


c) Grounded Theory

d) Phenomenology


e) Narrative/Counter Narrative

f) Discourse Studies


g) Action Research


h) Multi-method

3. Wednesday, July 1
Session Three: Qualitative Research Questions, Samples, Settings
Students will discuss the variety of research questions, samples and settings in the research papers they selected to read and consider the interdependence of the research method, research questions, samples and settings.

Session Three Reading
Creswell Chapters 6-7


4. Thursday, July 2
Session Four: Qualitative Data collection and issues of analysis-field notes. In this session students will practice collecting and interpreting field notes to explore the boundaries of empirical observation and inference.

Session Four Reading

5. Monday, July 6
Session Five: Qualitative Data collection and issues of analysis-Interviews, Focus Groups, and Transcription.
In this session students will practice developing and using interview protocols and a focus group to examine the strengths and challenges of each of these data collection practices.

Session Five Reading

Additional Suggested Reading

https://www.inqscribe.com/

6. Tuesday, July 7
Session Six: Data collection and issues of analysis –Video.
Video or visual digital recordings are particularly useful for some forms of qualitative research, (i.e., discourse analysis, interactional analysis, conversation analysis, and gesture analysis). In this session students will review video data and discuss the strengths and challenges with collecting and analyzing video data.
Session six required reading:

7. Wednesday, July 8
**Session Seven: Data analysis: Coding.** In this session students will develop a set of codes and practice using them to analyze data. Students will explore some of the differences in coding processes related to research method.

**Session Seven Reading**


Study example

8. Thursday, July 9
**Session Eight: Validity, Methods Presentations**

**Session Eight Reading**
Creswell Chapter 10

**Method Presentations**
8 Presentations
20 minutes total: 12 minutes presentation, 8 minutes discussion.

9. Friday, July 10
**Session Nine: Method Presentations**
8 Presentations
20 minutes total: 12 minutes presentation, 8 minutes discussion.

**Suggested Reading**


