

Qualitative Research Program

Course title: **QUAL 9400: Advanced Seminar in Qualitative Research**
Instructor: **Melissa Freeman**
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Office Hours: **By appointment**
Class Times: **Fridays 4:40 – 7:40 pm**
Location: **River's Crossing Room G63**
Fall 2009: **August 21, 2009 – December 9, 2009**
Credits: **3.0**

Description

This seminar provides a scholarly environment for doctoral students who are either approaching the completion of their course work or working on qualitative research projects for their dissertations to discuss issues pertinent to their individual research agendas. Participants will be expected to spend considerable time outside class working in pairs or small groups on analytic and writing projects. Topics covered in this class will include teaching qualitative research methods; writing proposals; writing and reviewing for publication; conference presentations; and applying for academic positions.

Objectives

As a learner in this seminar, you will

- review scholarly literature relevant to your individual research interests and data set;
- present and discuss your ongoing analyses and interpretations in a scholarly environment;
- develop skills in writing research proposals and/or findings in article format;
- support your findings and interpretations with evidence from data;
- present your work in conference format;
- develop an understanding of different ways to plan for and teach qualitative research courses;
- develop skills in course development and syllabus presentation;
- develop personal skills and knowledge concerning the conduct of a job search;
- develop an understanding of the expectations, roles and responsibilities associated with taking an academic position.

Required Reading:

Becker, H. S. (2007). *Telling about society*. Chicago: The University of Chicago Press, illustrated edition. ISBN: 0226041263

Additional Readings

All additional readings have been scanned and are available electronically as PDF files through the library's reserve list.

University of Georgia Honor Code and Academic Honesty Policy

All academic work must meet the standards contained in “A culture of Honesty.” All students are responsible for informing themselves about those standards before performing any academic work. Learning to appropriately quote and paraphrase and to cite and attribute sources is a skill that is key to honest and creative scholarship. All students should review the guidelines at the website <http://www.uga.edu/honesty/>. If you have questions about what would be considered violations of the standards, please raise them in class or with me.

Accommodations for Qualified Individuals with Disabilities

It is the policy of The University of Georgia to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete your course requirements, please notify the course instructor as soon as possible to discuss your request.

Syllabus Changes

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Requirements and Grading

The course will be graded on an S/U Satisfactory/Unsatisfactory basis. The following are assignments for all students that will be taken into account in grading. **All written assignments should be submitted to the instructor via ELearning on the due date. The teaching presentation should be submitted as one project on behalf of the whole group.**

1. Project Outcome Statement
2. Curriculum Vita & Letter of Application
3. Lesson Plan & Presentation to Class
4. Final Article, Conference Presentation & Organization

1. Project Outcome Statement DUE 9/11

Write a 1-2 page outline of the project outcome that you intend to accomplish over the course of this seminar. The final paper should be a 15-30 page paper that addresses a topic of interest to qualitative researchers. This could be a methodological piece from the methodology section of your prospectus, a conceptual piece on the way your theoretical perspective has shaped your research design, an article for a journal about teaching qualitative research, or one reporting on the findings of your study. This statement should also include a description of the following items as appropriate:

- Research interests and program of study
- Where you are in your program of study
- Statement concerning IRB approval (if you are using data)
- Target journal (if working on a publishable paper)
- An overview of the content and purpose of your final paper/conference presentation.

A note on use of data in this course

Data from research involving human subjects that is used in project-based work in qualitative courses in the College of Education (whether taken by students inside or outside the COE), must be approved for research under an existing UGA Institutional Review Board (IRB) approved application.

2. Curriculum Vita & Letter of Application DUE 10/9

Write a letter of application along with a CV for a position description you supply (include the advertisement with your letter). You will have models upon which to base your application letter & CV.

3. Lesson Plan & Reflections DUE 11/20

This project may be carried out on an individual or small group (3 members) basis. Group members will prepare a one-hour section of class to be presented to students taking QUAL 8400, *Theoretical Perspectives in Qualitative Research* or 8410, *Qualitative Research Design*.

For assessment purposes, the lesson plan with teaching materials and/or resources should be submitted electronically (as applicable) to the course instructor, along with a one-paragraph reflection on the presentation from each member of the group. The topic of the presentation should be decided in conjunction with the instructor/s of QUAL 8400 or 8410.

Materials to be submitted should include:

- Lesson plan
- Learning objectives & outcomes
- Activities
- Resources (eg. References)
- Copies of hand-outs or teaching materials
- Reflections

Details of when QUAL 8400 and QUAL 8410 meet, along with instructor details will be provided in class time.

4. Conference is 12/9, Final Paper is DUE 12/10

Writing:

You will read about writing, provide peer reviews of each other's work in progress, and work on your writing in class. During writing workshops you will also be able to meet with the instructor and discuss specific writing concerns and questions that you might have.

Conference preparation

In small groups, you will each take responsibility for a specific part of the conference organization.

Planning sub-committees:

- **Guest Speaker Committee** (Invitations to introductory & concluding speakers; Introduction of speakers during conference)
- **Scheduling and Operations Committee** (Block out program; Sort out schedule; Schedule session chairs; Oversee computers and equipment during conference)
- **Proceedings and Public Relations Committee** (Print program; Develop webpage; Advertise conference)
- **Catering Committee** (Room set up/clean up, Lunch/Breaks)

Conference presentation

The mini-conference provides an opportunity to present your work to other members of the class as well as guests. You might also like to invite your major professor, and committee members or other interested faculty members and colleagues. Treat this as a conference presentation in which you present the work you have accomplished across the semester.

Your article should be handed in for comments from the course instructor. If you are planning to submit the article to a journal for review, include a copy of the submission guidelines for that journal. Arrangements for other projects may also be made with the instructor. The length of your paper should approximate an article submission (approx. 20-30 double spaced pages). If you have a journal in mind, please conform to the submission requirements in both length and formatting of the document.

Schedule of Class Meetings

- Friday August 21: Overview of Course
- Friday September 11: Teaching Qualitative Research
- Friday September 25: The Job Search/More on Teaching
- Friday October 9: Job Interviewing
- Friday October 23: Writing for Publication and the Review Process
- Friday November 6: Writing Workshop I
- Friday November 20: Writing Workshop II
- Friday December 4: Designing Conference Presentations
- Wednesday December 9: Mini-conference

Date	Topics	Activities	Assignments Due
1. 8/21	Overview of Course	Teaching Group Assignments	
2. 9/11	Teaching Qualitative Research		Project Outcome Statement DUE
3. 9/25	The Job Search	Job applications	Bring a recent job application and a draft of your letter of application

	More on Teaching	Conference Group Sign-Up	and vita (formatted using UGA style sheet. See http://www.uga.edu/provost//polproc/aapm/faculty/pt/10301.html Item J
4. 10/9	Job Interviewing	Job interviewing (Guest panel)	CV and Letter of Application DUE
5. 10/23	Writing for Publication and the Review Process	Read Becker Chs. 1-8	Conference Title and Abstract DUE
6. 11/6	Writing Workshop I	Read Becker Chs. 9-12	
7. 11/20	Writing Workshop II	Read Becker Chs. 13-16	Lesson Plan and Reflections DUE
8. 12/4	Designing Conference Presentations		
9. 12/9	Mini-Conference	Presentation of your paper	Final Paper DUE 12/10 11pm

Suggested Readings

Delyser, Dydia (2003). Teaching graduate students to write: a seminar for thesis and dissertation writers. *Journal of Geography in Higher Education*, 27(2), 169-181.

Henson, K. T. (2003). Publication: Some myths and some truths. *Phi Delta Kappan*, 788-791.

Jenkins, R. (1995). Social skills, social research skills, sociological skills: Teaching reflexivity? *Teaching Sociology*, 23(1), 16-27.

Ponterotto, J. G. & Grieger, I. (2007). Effectively communicating qualitative research. *The Counseling Psychologist*, 35(3), 404-430.

Poulin, K. L. (2007). Teaching qualitative research: Lessons from practice. *The Counseling Psychologist*, 35(3), 431-458.

Snyder, E. E. (1995). Teaching qualitative research: The meanings associated with farm buildings. *Teaching Sociology*, 23(1), 39-43.

Tan, JooEan & Ko, Yin-Chung (2004). Using feature films to teach observation. *Undergraduate Research Methods*, 32(1), 109-118.

Trepagnier, B. (2002). Mapping sociological concepts. *Teaching Sociology*, 30(1), 108-119.