

QUALITATIVE RESEARCH PROGRAM

QUAL 9400 Advanced Seminar in Qualitative Research Fall 2007

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Office Hours: By appointment
Class times: 1.25-4.25 pm, Fridays

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Seminar 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 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.

Own Choice Texts

Select any one of these texts:

- Becker, H. S. (1986). *Writing for social scientists: How to start and finish your thesis, book, or article*. Chicago: The University of Chicago.
- Becker, H. S. (1998). *Tricks of the trade: How to think about your research while you're doing it*. Chicago: The University of Chicago Press.
- Biklen, S. K., & Casella, R. (2007). *A practical guide to the qualitative dissertation*. New York: Teachers College Press.
- Holliday, A. (2002). *Doing and writing qualitative research*. London & Thousand Oaks: Sage.
- Richards, J. C., & Miller, S. K. (2005). *Doing academic writing in education: Connecting the personal and the professional*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Wallace, M., & Wray, A. (2006). *Critical reading and writing for postgraduates*. Thousand Oaks, CA: Sage.
- Woods, P. (1999). *Successful writing for qualitative researchers*. London & New York: Routledge Falmer.

Class times: 1.25-4.25 pm Room 135 River's Crossing

Classes begin August 16

Class Schedule:

Friday 17 August

Friday 7 September

Friday 21 September

Friday 5 October

Midterm October 9

Friday 19 October

Fall Break 25-26 October

Friday 2 November

Friday 16 November

Thanksgiving Holidays 21-23 November

Friday 30 November

Classes end 6 December

Mini-Conference: Friday December 7: 9.00 am -4.00 pm

Grades due December 18

Policies and Procedures

Attendance and Participation

Please be prompt to class.

I expect regular attendance. Your participation in class discussions and course activities is essential.

If you have a conflict with a session due to other commitments, please see me privately in order to arrange make up work in lieu of attendance.

I expect people to come to class prepared, to contribute to class discussions, and participate in activities.

You will be expected to share written work with others in the class for discussion and feedback.

Email

All students are required to have and to use an electronic mail account. For urgent messages, the class listserv should be used. Other email may be facilitated via WebCT, so be sure to check WebCT regularly.

Posting to the discussion list:

To send mail to the list (ie, to all list subscribers), send the message to the *list* address,

QUAL9400-07F@listserv.uga.edu

Assignments

Please complete assignments by the due date. Remember that **both** content and quality of your writing products are very important. If there are extenuating circumstances for which you require an extension, please arrange an appointment to discuss this with me prior to the due date. Extensions will not be granted on the due date of assignments.

All assignments should be submitted electronically in a Word or rtf file via the "Assignment" module in WebCT. I will grade these electronically, and upload your work to the assignment module so you can read comments inserted into the document at your convenience.

Tutorial assistance

Assistance with writing and editing is available from The Division of Academic Enhancement at Milledge Hall Learning Center. Ph. 542 7575.

Walk in assistance is also available at the Student Learning Center. See:

<http://www.slc.uga.edu/students.html#writing>

Free and Open Exchange of Ideas: Classroom Climate

As a graduate student at The University of Georgia, the free discourse of ideas should be expected. I believe the open exchange of ideas is necessary for learning. You may find that some of the class readings and discussions challenge your views and theoretical frameworks. I expect openness to difference and a willingness to interpret issues from frameworks that may not be quite so comfortable for you.

I have opinions, and will express those. You are free to express either agreement or disagreement without fear of consequences. This does not mean of course, that I may not challenge your views or disagree with them. But it does mean that you will experience no consequences for disagreeing with me. If you feel that I am violating this commitment, please arrange an appointment to discuss the issue.

Please be sensitive in your class participation by not unfairly dominating discussions. My goal is to create a psychologically safe space in which everyone feels that they can participate in the discussion. This does not mean people cannot disagree. This does not mean people cannot have emotions connected to their words. What it does mean is that we all need to be sensitive, appreciative, and respectful, no matter how strongly we might disagree.

Incompletes

My policy is not to give a grade of "I" (incomplete), except in the rare case of a medical emergency. In the event that you are granted an Incomplete, you are wholly responsible for meeting all deadlines for completion according to the graduate school calendar <http://www.uga.edu/gradschool/academics/deadlines.html>. You will receive no communication from either me or the university pertaining to your "I" status. Incompletes that stand after 3 semesters automatically revert to an "F" grade.

In the event you cannot fulfill the requirements of the course in cases other than emergencies, you should turn in whatever you have written by and your grade will be based on completed work to date.

All requests for Incompletes must be made in writing, 1 week before the last day of classes.

Academic Honesty

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. Academic honesty is defined broadly and simply -- the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed. All students must comply with an appropriate and sound academic honesty policy and code of honest behavior. All members of the University community are responsible for and involved in

bringing about an honest university, and all must work together to ensure the success of the policy and code of behavior. Where suspected violations of the academic honesty policy occur, appropriate procedures are designed to protect the academic process and integrity while ensuring due process. All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

I take academic honesty seriously, and plagiarism will not be tolerated. Quality academic writing includes accurate reference to others' ideas with appropriate acknowledgement.

Further Information

<http://www.uga.edu/honesty/>

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 have a disability and desire accommodations to complete your course requirements, please notify me as soon as possible to discuss your request.

Note

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



Your instructor

I am an associate professor in the Qualitative Research Program, which is housed in the Department of Lifelong Education, Administration, and Policy. I moved to Athens, Georgia in 2000. Prior to moving to the US, I had taught music education in elementary schools (P-8) in Queensland, Australia, and had been adjunct instructor in pre-service teacher education programs at the University of Southern Queensland, Queensland University of Technology, and the University of Queensland. I have a Bachelor of Music Education from the Queensland Conservatorium of Music (1985), a Masters of Music Education (Kodály emphasis) (1992) from the University of Calgary, Canada, and a PhD in Education (2000) from the University of Queensland. I am interested in researching methodological issues to do with doing and teaching qualitative research, as well as using ethnomethodological and conversation analytic approaches to talk-in-interaction.

A list of selected publications is at:

<http://www.coe.uga.edu/leap/faculty/roulston/index.html>

Requirements and Grading

The following are assignments for all students that will be taken into account in grading. The course will be graded on a S/U Satisfactory/Unsatisfactory basis. You will receive written comments for your consideration for each item of assessment submitted.

Graded assignments include the following items.

- Curriculum vita & letter of application for an academic position
- Preparation of a lesson plan and guest presentation of a 60-minute section of one of the classes for the course Qualitative Research Design (QUAL 8410) (group project)
- Project outcome statement, final article and presentation of your selected course project
- Participation

All written assignments should be submitted to the instructor via WebCT on the due date. The teaching presentation should be submitted as one project on behalf of the whole group.

Project Outcome Statement

DUE September 7

Write an outline of the project outcome that you intend to accomplish over the course of this seminar. This could be a chapter for your dissertation, a section of your prospectus, or an article for publication. What do you want to get out of this course?

This statement should also include a description of the following items as appropriate:

- Research interest/problem
- Theoretical framework
- Subjectivity statement
- Statement concerning IRB approval (if you are using data)
- Methods of data generation
- Methods of data analysis
- Context statements: Research setting; research participants; timeline

Include a needs statement. What is it that you would like assistance with? What benefits would you like to derive from your participation in this group?

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.

Curriculum vita & letter of application

DUE October 19

Write a letter of application along with a CV for the position description supplied. You may also choose to write an application letter for an alternative position in your disciplinary area (include the advertisement with your letter). You will have models upon which to base your application letter & CV.

Lesson plan & presentation to class**COMPLETED by November 2**

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 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 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 the classes taking QUAL 8410 meet, along with instructor details will be provided in class time.

Final article, conference presentation & organization**DUE December 7**Writing:

We will meet as a whole group for two intensive writing workshops (6 hours) in which individuals will have time to work on their own project. At each workshop, you will 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:

- **Scheduling Committee** (Block out program; Sort out schedule)
- **Operations Committee** (Room preparation & equipment, Session chairing)
- **Proceedings Committee** (Program & WebPage)
- **Public Relations Committee** (Marketing, Advertising)
- **Hospitality Committee** (Invitations to introductory & concluding speakers; Recognition)
- **Catering Committee** (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. Allow 20 minutes for your presentation, with 10 minutes for questions.

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 (eg. a findings chapter from your dissertation). The length of your paper should approximate an article submission (approx. 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.

Outline of Activities

1. Course introduction August 17

2. Teaching qualitative research September 7

Project Outcome statement due September 7

Guest: Dr. Judith Preissle
Program Coordinator
Qualitative Research Program, UGA

3. Preparing for academia: What you need to know September 21

- Job applications
- The job search
- CVs: Bring a draft copy of your letter of application and vita. Your vita should be formatted using UGA style sheet included in the promotion & tenure guidelines at Section J. See <http://www.uga.edu/provost/polproc/apt/ag.html>

4. Writing for publication October 5

5. Planning an academic career October 19

CV & letter of application due October 19

Guest: Dr. Cheri Hoy
Associate Dean, Faculty, Administration & Finance
College of Education

Fall Break October 25-26

6. Seeking funding November 2

Guest: Dr. Regina A. Smith
Associate Vice President for Research
Office of the Vice President for Research, UGA

Lesson plan & teaching demonstration completed.

7. Writing workshop I November 16

Thanksgiving Holidays 21-23 November

8. Writing workshop II November 30

9. Mini-Conference Friday December 7

- Presentation of your paper

Final project due December 7