

QUALITATIVE RESEARCH PROGRAM
QUAL 9400
Advanced Seminar in Qualitative Research
(Formerly ERSH 9400)
Fall, 2005

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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 positions. Prerequisites: QUAL 8400, 8410; prerequisite or corequisite: QUAL 8420

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.

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

Friday 19 August
Friday 2 September
Friday 16 September
Friday 30 September
Friday 14 October
Friday 4 November
Friday 2 December

Mini-Conference: Friday December 9: 9.00 am -4.00 pm

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 prior commitments, please see me privately.

I expect people to come to class prepared, to contribute to class discussions, and participate in activities. Frequent lack of preparation or failure to contribute will be taken into account in the final course grade.

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, ERSH9400-05F@listserv.uga.edu

Assignments

Please complete reading and written 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.

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.

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/ovpi/honesty/acadhon.htm>

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.

Outline of Topics and Activities

1. Course introduction August 19

2. Teaching qualitative research September 2

Project Outcome statement due September 2

Guest: Dr. Kathleen deMarrais, Associate Dean, Students, Curriculum & Accreditation

3. Preparing for academia: What you need to know September 16

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. Planning an academic career September 30

CV & letter of application due September 30

Guest: Dr. Cheri Hoy, Associate Dean, Faculty Services

5. Grant proposals October 14

6. Writing and publishing November 4

Annotated bibliography due November 4

7. Writing workshop December 2

8. Mini-Conference December 9

Presentation of your paper

Final project due December 9

Hours:

7 Sessions x 3 hours	21 hours
Mini conference	7 hours
Small group work	17 hours
<u>Total</u>	<u>45 hours</u>

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-E basis. You will receive written comments for your consideration for each item of assessment

Letter grades will be determined as follows:

90 - 100 points = A grade
80 - 89 points = B grade
70 - 79 points = C grade
60 - 69 points = D grade

Graded assignments include the following items.

- Curriculum vita & letter of application for an academic position (30%)
- Preparation of an annotated bibliography on current debates concerning Scientific Research in Education (group project) (30%)
- Final article and presentation of your selected course project (30%)
- Participation (10%)

All written assignments should be submitted to the instructor via WebCT on the due date.

Project Outcome Statement

DUE September 2

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

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?

Curriculum vita & letter of application	DUE September 30
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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.

Annotated bibliography on SRE	DUE 4 November
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This project may be carried out on an individual or small group (3 members) basis. Group members should generate a list of readings and/or websites that are relevant to the current debate concerning *Scientific Research in Education*, and provide summaries of the content and arguments (where applicable) in each of the texts. You may focus your annotated bibliography on readings specific to your discipline if appropriate. Group members will jointly produce one bibliography and/or website that presents key issues and relevant summaries and resources. Personal viewpoints should not be included in the bibliography; although an individual and/or group assessment or opinion on the SRE debate may be included in the completed project (this should be clearly labeled as a viewpoint). Present viewpoints in a concise manner to summarize the key points. A statement to do with the “implications for educational researchers” may also be included. The object of this assignment is to provide an overview or “quick guide” of the current issues, debates and perspectives on SRE, as well as a resource for educational researchers.

This assignment should be submitted electronically to the course instructor, who will compile the bibliographies and make them available to the whole group as a *Field Guide to Scientific Research in Education*. The summaries and overviews of publications and texts related to SRE should use APA formatting; and accurately include citations where appropriate. Depending on the length of the text reviewed, summaries should each be 1-2 single-spaced pages A4 in length.

Final article and conference presentation	Due December 9
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We will meet as a whole group for an intensive writing workshop (3 hours) in which individuals will have time to work on their own project. At this workshop, you will

be able to meet with the instructor and discuss specific writing concerns and questions that you might have.

The mini-conference provides an opportunity to present your work to other members of the class. 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.