

***Introduction to Qualitative Methods,
Psychology 710
Spring 2010***

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**Qualitative inquiry cultivates the most useful of all human capacities
– the capacity to learn from others. .
From Halcolm's *Evaluation Laws***

Purpose: This seminar is an introduction to the range of methodologies, data collection strategies, and data analytic techniques utilized by qualitative researchers. This seminar provides opportunities to develop skills while gaining familiarity with the theories, issues, and challenges in qualitative research. The aim of the seminar is to provide a foundation for understanding how to evaluate, design and conduct qualitative research; and, subsequently, the course is organized into three, substantive areas. The first area reviews the epistemological frameworks that undergird qualitative methodology. The second area focuses on conducting and designing qualitative research in a systematic manner. Finally, the third area is devoted to data analysis and includes an introduction to ATLAS.TI software.

Students in this seminar will be introduced to the variety of methods utilized by qualitative researchers and will apply these techniques to develop specific, qualitative research skills. Students will participate in several seminar activities which are designed and planned to enhance their understanding of qualitative methods through practice of different techniques. These activities will include reflective journals, methodological assignments plus field projects that emphasize the collection, analysis, and interpretation of data. Students also may have the opportunity to observe and/or co-facilitate a focus group.

Seminar Format: The seminar is designed to create a community of ideas which promotes the exchange of ideas and information. We, i.e., the instructor and students

will not rely on a hierarchal, "pour the knowledge" teaching environment wherein the role of the instructor is an all-knowing authority. Therefore, didactic lectures will be kept to a minimum and we, i.e., the instructor and students will be engaged in creating new information, challenging assumptions, and providing constructive feedback to colleagues. The format will be informal; and, the goal of each class is to actively discuss students' reactions, thoughts and experiences. The classes will be student-driven, in other words; and, the professor will serve as a facilitator who guides the seminar.

Seminar Requirements: Throughout the semester, students will participate in assignments to demonstrate their ability to integrate the conceptual and empirical readings that underscore the application of qualitative techniques. A description of the seminar requirements are presented below.

Class Facilitation: Each student will co-facilitate **two** classes during the semester. Specifically, you will be responsible for facilitating a class discussion. Facilitators are responsible for all of the readings. As a facilitator, each student will lead the class discussion by identifying questions/issues for consideration, summarizing the key points, and identifying any key differences and similarities on each of the readings. As much as possible, you should link your summaries and discussion questions/points to the previous readings. **On Monday, your questions and summaries need to be E-mailed to Dr. Martin by 12:00 PM.** I will make copies of the summaries to distribute to the class. Individual facilitation will be assessed on the following criteria: 1) to what extent did you engage the class in an intellectual discourse about the readings? 2) to what extent did you provide a thorough and insightful summary of the readings? and, 3) to what extent did you link your articles to previous assigned readings? Each exercise is worth 30 points (10 points for each of the above criteria) totaling 60 points.

Note: All readings can be retrieved from WEBCT.

Class Discussions: Discussions represent an integral part of the course and will comprise a substantial part of the total points in the seminar. Each student should come prepared to discuss the assigned readings and share individual, field experiences. Be prepared to discuss the following about each reading: 1) ideas or methods presented in the paper that appealed or troubled you; 2) understanding of field experiences; and, 3) a juxtaposition of the paper's premise/technique with that of previous readings. You will earn a grade each class regarding your participation in class discussions. **Grades will be based on the quality, not necessary the quantity of your comments.** The purpose of the discussions is to allow you to build upon your listening skills, specifically emphasizing critical thinking skills and active listening. Each of these is important in qualitative fieldwork, i.e., paying close attention to the setting and asking good probing questions. Participation in class discussions is based on the following: (0 = no participation, 1 = some participation and 2 = full participation).

Self-reflective essays: Reflective essays will help to assess and challenge individual thoughts about key topics in the field of qualitative methods. The purpose of these essays is to promote awareness of individual assumptions and biases about the people, communities, settings, or phenomenon within your research. These essays will allow you to challenge these thoughts so the true voice of the participants in your research surface and predominate. For each essay, the following questions must be answered: 1) what have you found interesting about what you have read and heard in class 2) what are you learning about yourself from the readings and class discussions, i.e., your own attitudes, beliefs, and values; 3) can you make connections among the readings, class discussions and experiences in the field; 4) if you could ask any of the authors a question, what would you ask; and, 5) to what extent do the readings shape questions about your own values toward research? Each essay represents ten points.

Assignments: You will participate in three assignments related to the planning, collection, and analysis of qualitative data. Each of the assignments is described below.

Epistemology Journal Review Assignment 1 – due 02.23.10

Imagine you are a social scientist who has submitted an article for review. An anonymous reviewer of your manuscript notes that you need to clarify your epistemological position. How would you respond? Write a response to the editor concerning the reviewer's comments. Format the paper as if you were responding to a review. On 2.02.10, I will provide an example of a manuscript review as well as more detail regarding this assignment.

E-mail your assignment to Dr. Pamela Martin. Please follow these directions when E-mailing your assignment: 1) In the subject line, name of assignment; 2) your initials in parenthesis; and, 3) the date. Please also save your assignment using the same format. Refer to the example below.

Epistemological assignment1 (PM) 2.23.10

- * 10 points: Critique of reviewer's response (i.e., agree or disagree)
- * 10 points: Use of epistemologies to support your response
- * 5 points: Address or describe changes in your procedure and methodology
- * 5 points: Format of paper and references, grammar, and spelling

Participant Observation Assignment 2 – due 04.06.10

Take a notebook to a public setting where social interaction takes place. Observe as though you were a stranger in a new county, trying to make sense of the action around you. You should observe this setting on two occasions for one-hour for each observation. You should be as descriptive as possible. Describe how things look, smell, sound, and feel. Take condensed field notes, i.e., those descriptions taken in the field

and expanded field notes, i.e., those descriptions constructed at your computer immediately following the observation. Cite relevant class readings when appropriate. Number the lines of the observation notes and refer to specific passages in the text to provide evidence of your strengths and weakness for each observation. For the first observation which is due 03.09.10, submit the following: 1) condensed field notes; 2) expanded field notes; and, 3) your written reflections on the process. For the second observation due 03.23.10, follow the aforementioned criteria plus compare and contrast your observation process with the first observation.

Adapted from p. 66 of *Becoming a Qualitative Researchers* (C. Glesne).

- * 3 points: Description of the setting. Why did you select this particular public setting?
- * 5 points: Organization and clarity of the condensed notes
- * 5 points: Description, organization, and clarity of the expanded notes
- * 5 points: Issues about observation, emergent questions, impressions, and musing about the setting
- * 10 points: Self-critique – discuss strengths and challenges to your approach. Would you do anything differently?
- * 2 points: Technical quality of the notes (title, formatting lines, numbers, and page numbers)

E-mail your assignment to Dr. Pamela Martin. Please follow these directions when E-mailing your assignment: 1) In the subject line, name of assignment; 2) your initials in parenthesis; and, 3) the date. Refer to the above example.

Semi-Structured Interview Assignment 3 due 4.20.10

Each student will use the semi-structured interview protocol developed by Dr. Martin to interview two individuals, **one under the age of thirty-five** and **one individual over the age of fifty**. Transcribe the interviews and submit your tapes. Describe in a 3-5 page paper the selection of the participants, address any ethical concerns, and discuss strengths and challenges in conducting the interviews. Incorporate class readings when appropriate. Number the lines and indicate in the interviews your strengths and challenges for conducting a semi-structured interview. Again, you will need to submit the transcripts and tapes.

- * 2 points: Description of participants
- * 5 points: Preparation for the interview (obtaining consent, preparing the setting and issues with the equipment)

- * 10 points: Describe conducting the interview (use of probes, eliciting details, timing of questions, establishing rapport, etc.).
- * 10 points: Self-critique – Discuss strengths and challenges to your approach. Would you do anything differently?
- * 3 points: Technical quality of the transcriptions (title, formatting lines, numbers, and page numbers)

Email your assignment to Dr. Pamela Martin. Please follow these directions when E-mailing your assignment: 1) In the subject line, name of assignment; 2) your initials in parenthesis; and, 3) the date. Refer to the above example.

Field Project Semi-Structured Interview and Group Presentations – due 05.13.10

Using the Semi-structured interview from Assignment 3, the class will divide into groups. Each person will share his/her transcript with the group then merge the transcripts into one semi-structured interview. Next, choose ***one*** of the qualitative data analytic techniques to assess the interview using Atlas. Each group will create a twenty minute PowerPoint presentation. In your write up, you need to include a literature review, methodology, data analytic strategies and potential contributions of the research findings. ***The paper needs to be double spaced, typed including references in APA format. Peer assessments will represent 10 out of the 90 points for this assignment.***

- * 10 points: literature review (i.e., description of the theories underlying the project)
- * 15 points: methodology (i.e., description of the participants, procedure and analytic strategies)
- * 15 points: description of coding framing and code definitions
- * 15 points: description of themes and definitions
- * 10 points: Peer assessments
- * 20 points: integration of theory, methodology, results, and findings
- * 5 points: overall clarity and articulation of presentation

E-mail your assignment to Dr. Pamela Martin. Please follow these directions when E-mailing your assignment: 1) In the subject line, name of assignment; 2) your initials in parenthesis; and, 3) the date. Refer to the above example.

Class Assignments

Class discussion	34
Class facilitation	60
Reflective Journals	30
Assignment1 – Epistemology	30
Assignment2 - Participant Observation	30
Assignment3 - Semi-structured Interview	30
Field Project - Semi-Structured Interview	90
Total points	304

Note: NCSU's grading system is based on the plus/minus system. Thus, grades will reflect that system.

Attendance Policy/Making Up Assignments

Your contributions to class discussions are critical to accomplishing course objectives and developing other students in the class. Thus, students are expected to attend class.

What is an *EXCUSED* absence? An acceptable and well-documented explanation constitutes an excused absence. Therefore, an *UNACCEPTABLE* excuse includes: other exams or papers due the same day, desire to leave town for recreational purposes, and so on. Pending adequate documentation, *ACCEPTABLE* excuses include a team trip, out-of-town job interview, family emergency, and illness. For more details about excused and unexcused absences, you may wish to review:

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php

The synergy of the course greatly depends on the involvement each individual student brings to the sessions. Therefore, it is important that students read and develop ideas regarding the reading assignments as well as integrate the materials from each lecture into the class activities and assignments. The expectation is that everyone will come to class prepared to share their perspectives with the class. Assessments will be based on attendance and actual, student work products submitted as class assignments.

Making Up Assignments: All work should be completed and submitted by the announced date.

For all other assignments, the grade will be reduced by 5% for work that is 1 to 3 days late, and will be reduced by 2% of the grade for every additional 3 day period after that time. If you know in advance that you will miss an assignment, contact Dr. Martin well in advance to make alternative arrangements. If you miss an assignment because of a last-minute illness or injury, contact the instructor the same day to make alternative arrangements.

NC State Policy for Working with Students with Disabilities:

If you have a verified disability, the instructor certainly will do all that reasonably can be done to accommodate your specific needs. In other words, please tell Dr. Martin immediately so that she can begin to make the appropriate arrangements.

For more details on NC State's policy for working with students with disabilities, see the following web site:

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php

Also, please refer to the following web site that describes NC State's Disability Services for Students (DSS) Program <http://www.ncsu.edu/dso/>.

Academic Honesty Policy:

If you are caught giving or receiving help for required assignments without having received our authorization to do so or caught violating any other University Academic Integrity Policy, you will be prosecuted accordingly. For more details on the NC State's Academic Honesty Policy, please see the following four links.

http://www.ncsu.edu/stud_affairs/osc/academic_integrity/

http://www.ncsu.edu/stud_affairs/osc/academic_integrity/pursuing_violation.php

http://www.ncsu.edu/stud_affairs/osc/academic_integrity/cheating_policy.php

http://www.ncsu.edu/stud_affairs/osc/academic_integrity/sanctions.php

Class Evaluation:

On-line class evaluations will be available for students to complete during the last two weeks of class. Students will receive an E-mail message directing them to a website where they can login using their Unity ID to complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question; and, students will never know the ratings for any particular instructors.

Evaluation website: <https://classeval.ncsu.edu>

Student help desk: classeval@ncsu.edu

More information about ClassEval: <http://www2.acs.ncsu.edu/UPA/classeval/index.htm>

CLASS SCHEDULE

Date	Reading and Class Assignment
Week 1	Qualitative Inquiry
1.12.10	Review of syllabus What is qualitative inquiry?
Week 2	Epistemology
1.19.10	Denzin, N. K., Lincoln, Y. S. & Giardina, M. D. (2006). Disciplining qualitative research. <i>International Journal of Qualitative Studies in Education</i> , 19(6), pp. 769–782. Patton, M. Q. (2001). The nature of qualitative inquiry. In <i>qualitative research and evaluation methods</i> , pp. 1-29. Sampson, E. (1978). Scientific paradigms and social values: Wanted – a scientific revolution. <i>Journal of Personality and Social Psychology</i> , 36(11), pp. 1332-1343. Yanchar & Hill (2003). What is Psychology About? Toward An Explicit Ontology. <i>Journal of Humanistic Psychology</i> , 43(1), pp.11-32.
Week 3	Critical Race Theory, Feminist Scholarship and Queer Research
1.26.10	CO-FACILITATION Best, A. L. (2003). Doing race in the context of feminist interviewing: Constructing Whiteness through talk. <i>Qualitative Inquiry</i> , 8(6), pp. 895-914. Grace, A. P., Hill, R. J., Johnson, C. W. & Lewis, J. B. (2004). In other words: queer voices/dissident subjectivities impelling social change. <i>International Journal of Qualitative Studies in Education</i> , 17(3), pp. 301-324. Hesse-Biber, S., Leavy, P. & Yaiser, M. (2004). Feminist approaches to research as a process: Reconceptualizing epistemology, methodology, and method. In S. Hesse-Biber & P. Leavy (Eds.) <i>Feminist Perspectives on Social Research</i> , pp. 3-26. Ladson-Billings, G. (2000). Racialized discourses and ethnic epistemology. In N K. Denzin & Y. S. Lincoln (Eds.) <i>Handbook of Qualitative Research</i> , pp. 257-278.
Week 4	Qualitative Design
2.02.10	CO-FACILITATION Guba E. & Lincoln, Y. (1989). The methodology of fourth generation evaluation. <i>Fourth Generation</i> , pp 184-227. Maxwell, J. (1996). Conceptual Context: What do you think is going on? <i>Qualitative Research Design: An Interactive Approach</i> , pp. 25-48. McCaslin, M. & Wilson Scott, K. (2003). The five question method for framing a qualitative research study. <i>The Qualitative Report</i> , 8(3), 447-461. REFLECTIVE JOURNAL 1 DUE: Epistemological framework: Who Are You

Week 5	Grounded Theory
2.09.10	<p>CO-FACILITATION</p> <p>Becker, P. (1993). Common pitfalls in grounded theory research. <i>Qualitative Health Research</i>, 3(2), pp. 254-260.</p> <p>Charmaz, K. (2001). Grounded Theory. In R. Emerson (Ed.). <i>Contemporary Field Research</i>, pp. 335-352.</p> <p>Rennie, D. (2000). Grounded theory methodology as methodical hermeneutics: Reconciling realism and relativism. <i>Theory & Psychology</i>, 10 (4), pp. 481-502.</p> <p>Grounded Theory - Choose 1 of the articles below</p> <p>Martin D., Shulman K., Santiago-Sorrell, P. & Singer, P. (2003). Priority-setting and hospital strategic planning: a qualitative case study. <i>Journal of Health Service Research Policy</i>, 8(4). pp. 197-201.</p> <p>Muldoon, O. T., McLaughlin, K. & Trew, K. (2007). Adolescents' perceptions of national identification and socialization: A grounded analysis. <i>British Journal of Developmental Psychology</i>, 25, pp. 579-594.</p> <p>Palmer, A. & Freeman, P. (2007). Family Deepening: A Qualitative Inquiry into the Experience of Families Who Participate in Service Expeditions. <i>Journal of Leisure Research</i>, 39(3), pp. 438-458.</p> <p>Weisinger, J. & Salipante, P. (2005). A Grounded Theory for Building Ethnically Bridging Social Capital in Voluntary Organizations <i>Nonprofit and Voluntary Sector Quarterly</i>, 34(1), pp. 29-55.</p>
Week 6	Phenomenological Tradition
2.16.10	<p>CO-FACILITATION</p> <p>Lopez, K. & Willis, D. (2004). Descriptive versus interpretive phenomenology: Their contributions to nursing knowledge. <i>Qualitative Health Research</i>, 4(5), pp. 726-735.</p> <p>Racher, & Robinson, (2002). Are phenomenology and postpositivism strange bedfellows?¹ <i>Western Journal of Nursing Research</i>, 25(5), pp. 464-481.</p> <p>Phenomenological - Choose 1 of the articles below</p> <p>Flowers, L. A., Zhang, Y., Moore J. L., & Flowers, T.A. (2004). An Exploratory Phenomenological Study of African American High School Students in Gifted Education Programs: Implications for Teachers and School Counselors. <i>E-Journal of Teaching & Learning in Diverse Settings</i>, 2(1), pp. 39-53.</p> <p>Gammeltoft T. (2002). Seeking trust and transcendence: sexual risk-taking among Vietnamese youth. <i>Social Science & Medicine</i>, 55(3), pp. 483-496.</p> <p>DeLorme, D. E. & Reid, L. N. (1999). Moviegoers' experiences and interpretations of brands in films revisited. <i>Journal of Advertising</i>, 28(2), 71-103.</p> <p>Olive, T. (2008). Desire for Higher Education in First-Generation Hispanic College Students Enrolled in an Academic Support Program: A Phenomenological Analysis. <i>Journal of Phenomenological Psychology</i>, 39, pp. 81-110.</p>

Week 7	Conducting Fieldwork
2.23.10	<p>CO-FACILITATION</p> <p>Agar, M. (1996). Beginning fieldwork. The professional stranger: An informal introduction to ethnography, pp. 133-166.</p> <p>Daniels, A. (1999). Standing on the threshold and tripping: Awkwardness in becoming a field research. Qualitative Sociology as Everyday Life. pp. 169-179.</p> <p>Ulin, P. R., Robinson, E. T., & Tolley, E. E. (2005). Qualitative data analysis. Qualitative Methods in Public Health, pp. 33-69.</p> <p>ASSIGNMENT 1 DUE: Epistemology Journal Review</p>
Week 8	Participant Observation
3.02.10	<p>CO-FACILITATION</p> <p>DeWalt, K. M. & DeWalt, B .R. (2002). Designing research with participant observation. In Participant observation: A guide to fieldworks, pp. 92-119.</p> <p>DeWalt, K. M. & DeWalt, B .R. (2002). Writing field notes. In Participant observation: A guide to fieldworks, pp. 141-162.</p> <p>Savage, J. (2000). Participative observation: Standing in the shoes of others. Qualitative Health Research, 10(3), 324-339.</p> <p>Participant Observation Studies: Choose 1 of the articles below</p> <p>Barber-Parker, E. (2002). Integrating patient teaching into bedside patient care: A participant observation study of hospital nurses. Patient Education and Counseling, 48 (2), pp. 107-113.</p> <p>Dominguez, S. & Watkins C. (2003). Creating Networks for Survival and Mobility: Social Capital among African-American and Latin-American Low-Income Mothers. Social Problems, 50(1). pp. 111-135.</p> <p>Farrington, A. & Robinson, W. (1999). Homelessness and strategies of identity maintenance: A participant observation study. Journal of Community and Applied Social Psychology, pp. 175-194.</p> <p>Muir, K. & Seitz, T. (2004). Machismo, misogyny, and homophobia in a male athletic subculture: A participant-observation study of deviant rituals in collegiate rugby. Deviant-Behavior, 25(4), pp. 303-327.</p>
Week 9	Qualitative Interviews
3.09.10	<p>CO-FACILITATION</p> <p>Devault, M. (2004). Talking and listening from women's standpoint: Feminist strategies for interviewing and analysis. In S. Hesse-Biber & P. Leavy (Eds.) Feminist Perspectives on Social Research, pp. 227-250.</p> <p>Dunbar, C., Rodriguez, D. & Parker, L. (1997). Race, subjectivity, and the interview process. In Gubrium and Holstein, A New Language in Qualitative Methods, 279-298. Rubin, H. & Rubin, I. (1995). Qualitative interviewing. The Art of Hearing Data, 42-64.</p> <p>Qualitative Interview Studies: Choose 1 of the articles below</p>

	<p>Foster-Fishman, P., & Keys, C. (1997). The person/environment dynamics of employee empowerment: An organizational culture analysis. <i>American Journal of Community Psychology</i>, 25(3), pp. 345-369.</p> <p>Hill, N., Ramirez, C., & Dumka, L. (2003). Early adolescents' career aspirations: A qualitative study of perceived barriers and family support among low-income ethnically diverse adolescents. <i>Journal of Family Issues</i>, 24(7), pp. 934-959.</p> <p>Maton, K., Hrabowski, F., & Greif, G. (1998). Preparing the way: A qualitative study of high-achieving African American males and the role of the family. <i>American Journal of Community Psychology</i>, 26 (4), pp. 639-668.</p> <p>Willgerodt, M., Miller, A., & McElmurry, B. (2002). Becoming bicultural: Chinese women and their development. <i>Health Care for Women International</i>, 23, pp. 467-480</p>
Week 10	SPRING BREAK
3.16.10	NO CLASS
Week 11	Focus Groups
3.23.10	<p>Hughes D & Dumont K, (2002). Using focus groups to facilitate culturally anchored research. In T. A. Revenson, & A. R. D' Augelli, S. (Eds.), <i>Ecological research to promote social change: Methodological advances from community psychology</i>, pp. 257-290.</p> <p>Warr, D. (2005). "It was fun... but we don't talk about these things": Analyzing sociable interaction in focus groups. <i>Qualitative Inquiry</i>, 11(2), pp. 200-225.</p> <p>Wilkinson, S. (2004). Focus group: A feminist method. In S. Hesse-Biber & P. Leavy (Eds.) <i>Feminist Perspectives on Social Research</i>, pp. 271-295.</p> <p>Focus Group Studies: Choose 1 of the articles below</p> <p>Erlingsson, C. Carlson, S. & Saveman, B. (2006). Perceptions of elder abuse: voices of professionals and volunteers in Sweden – an exploratory study. <i>Scandinavian Journal of Caring Sciences</i>, 20 (2), pp. 151-159.</p> <p>Ristock, J. L. (2003). Exploring Dynamics of Abusive Lesbian Relationships: Preliminary Analysis of a Multisite, Qualitative Study. <i>American Journal of Community Psychology</i>, 3(3/4), pp.329-341.</p> <p>Shelley, D., Cantrell, J., Moon-Howard, J., Ramjohn, D., & VanDevanter, N. (2007). The \$5 Man: The Underground Economic Response to a Large Cigarette Tax Increase in New York City. <i>American Journal of Public Health</i>, 97 (8), pp. 1483-1488.</p> <p>Sirin, S, Diemer, M., Jackson, L., Gonsalves, L., & Howell, A. (2004). Future aspirations of urban adolescents: A person-in-context model. <i>International Journal of Qualitative Studies in Education</i>, 17(3), pp. 437-459.</p> <p>Panel Discussion</p>

Week 12	Data Management and Introduction to Analysis: Managing Field Notes, Transcribing, and Coding
3.30.10	<p>CO-FACILITATION</p> <p>Ahern, K. (1999). Pearls, pith, and provocation: Ten tips for reflexive bracketing. <i>Journal of Health Research</i>, 9(3), 407-411.</p> <p>Bird, C. (2005). How I stopped dreading and learned to love transcription. <i>Qualitative Inquiry</i>, 11(2), pp. 226-248.</p> <p>Bogdan R. & Biklen, S. (2003). Data analysis and interpretation. <i>Qualitative Research for Education: An Introduction to Theories and Methods</i>, pp. 147-184.</p> <p>Poland, B. (1997). Transcription quality. In Gubrium and Holstein, <i>A New Language in Qualitative Methods</i>, pp. 629-649.</p> <p>Ulin, P. R., Robinson, E. T., & Tolley, E. E. (2005). Qualitative data analysis. <i>Qualitative Methods in Public Health</i>, pp. 139-174.</p>
Week 13	Data Analysis: Coding cont., Generalizability, Triangulation, and Validity
4.06.10	<p>CO-FACILITATION</p> <p>Barbour, R. (2001). Checklists for improving rigour in qualitative research: A case of the tail wagging the dog. <i>BMJ</i>, 322, pp. 1115-1117.</p> <p>Creswell, J. & Miller, D. (2000). Determining validity in qualitative inquiry. <i>Theory Into Practice</i>, 39(3), pp. 124-130.</p> <p>Mathison, S. (1988). "Why triangulate?" <i>Educational Researcher</i>, 17(2), pp. 13-17.</p> <p>Ulin, P. R., Robinson, E. T., & Tolley, E. E. (2005). Qualitative data analysis. <i>Qualitative Methods in Public Health</i>, pp. 139-174.</p> <p>Methodological Articles: Choose 1 of the articles below</p> <p>Beekhoven, S. & Dekkers, H. (2005). Early school leaving in the lower vocational track: Triangulation of qualitative and quantitative data. <i>Adolescence</i>, 40(157), pp. 197-213.</p> <p>Campbell, R. & Ahrens, C. (1998). Innovative community services for rape victims: An application of multiple case study methodology. <i>American Journal of Community Psychology</i>, 26(4), pp. 537-571.</p> <p>Dworkin, J. (2005). Risk Taking as Developmentally Appropriate Experimentation for College Students. <i>Journal of Adolescent Research</i>, 20, pp. 219-241.</p> <p><u>ASSIGNMENT 2 DUE: Participant Observation Field Notes</u></p>
Week 14	Data Analysis: ATLAS.TI
4.13.10	<p>CO-FACILITATION</p> <p>CLASS LOCATION TBA</p> <p>Getting Started with Atlas, pp. 1-6</p> <p>Atlas Manual – Working with Atlas, pp. 59-65</p> <p>Atlas Manual – Main Concepts pp. 25-33</p> <p><u>http://www.atlasti.de/downloads/atlman.pdf</u></p> <p>Gilbert, L. (2002). Going the distance: 'Closeness' in qualitative data analysis</p>

	<p>software. <i>Social Research Methodology</i>, 5(3), pp. 215-228.</p> <p>Atlas Manual – Primary Documents pp. 71-93</p> <p>Basit, M. (2003). Manual or electronic? The role of coding in qualitative data analysis. <i>Educational Researcher</i>, 45(2), pp. 143-154.</p>
Week 15	Data Analysis: ATLAS.TI and Qualitative Reporting and Dissemination
4.20.10	<p>CO-FACILITATION</p> <p>Deutsch, N. (2004). Positionality and the pen: Reflections on the process of becoming a feminist research and writer. <i>Qualitative Inquiry</i>, 10(6), pp. 885-902.</p> <p>Zeller, N. & Farmer, F. (1999). "Catchy, clever titles are not acceptable": Style, APA, and qualitative reporting. <i>Qualitative Studies in Education</i>, 12(1), pp. 3-19.</p> <p>Methodological Articles: Choose 1 of the articles below</p> <p>Bullock, K. (2005). Grandfathers and The impact of raising grandchildren. <i>Journal of Sociology and Social Welfare</i>, 32(1), 43-59.</p> <p>Harvey, S. E., Beckman, L. J., Browner, C. H. & Sherman, C. A. (2002). Relationship Power, Decision Making, and Sexual Relations: An Exploratory Study with Couples of Mexican Origin. <i>Journal of Sex Research</i>, 39(4), pp. 284-291.</p> <p>Vydelingum, V. (2000). South Asian patient's lived experience of acute care in and English hospital: a phenomenological study. <i>Journal of Advanced Nursing</i>, 32(1), 100-107.</p> <p>ASSIGNMENT 3 DUE: Semi-Structured Interview</p>
Week 16	FINAL FIELD PROJECT
4.27.10	<p>INDIVIDUAL WORKDAY –WORK ON FINAL FIELD PROJECT</p> <p>REFLECTIVE JOURNAL 3: Data Analysis</p>
Final Exam 5.13.10	<p><i>FINAL FIELD PROJECT : Semi-Structured Interview and Class presentations</i> <i>(1:00-4:00 pm)</i></p>

Note: I, the instructor, may modify this course schedule at any time. Thus, it is important for you, the student, to come to class and stay updated with the class schedule.