DPLS 723 Qualitative Research Theory & Design

Fall 2009 3 Credits
Professor: Lisa A. Mazzei
Office: Tilford 224
Office Phone: (509) 313-3630
email: mazzei@gonzaga.edu
Office hours: Fridays 3:00-5:00 on weeks that courses meet. Other times by appointment

Professor: James Beebe
Office: Tilford 226
Office Phone: (509) 313-3484
email: beebe@gonzaga.edu
Office hours: Wednesday and Friday 4:00 to 5:00. Call for appointment at other times

Sessions
Session 1: Sept 5 Overview of Course, Developing Interviewing Skills, and Rapid Assessment
Session 2: Sept 19 More on Qualitative Research, Lessons from Rashomon, Transcripts, Researcher Roles, Organize Mini-RAP team, and Tools
Session 3: Oct 3 Paradigms and Interpretive Frameworks: Interpretive, Critical, and Post Modern
Session 4: Oct 31 Evaluating Qualitative Research, Different Approaches to Qualitative Research, Narrative and Phenomenology.
Session 5: Oct 17 Writing Up Results, Social Constructivism, Postpositivism, and Advocacy
Session 6: Nov 7 Ethics, Informed Consent, Ethnography, and Case Study
Session 7: Nov 21 Designing and Preparing for Qualitative Research, Presenting Results, and Grounded Theory
Session 8: Dec 5 Wrap-up, Mini-RAP Reports, and Design Reports

COURSE DESCRIPTION
This course will be co-facilitated by Dr. Mazzei and Dr. Beebe. The course is based on Dr. Beebe's syllabus and initially reflects his course design. We will both be contributing to a revision of the course as we learn from each other and work through the semester, thinking ahead to how this course will work in concert with other courses in the research sequence.

Specifically for this course, the assumptions, theories, and practice of qualitative research are introduced. Students design, conduct, and report a study that demonstrates their observational and interviewing skills.

COURSE OBJECTIVES
This course is designed to provide opportunities for developing a theoretical underpinning in the ethics and design of qualitative research while while gaining specific research skills and familiarity with theories, issues, and problems in qualitative research. The course examines the relationships between the theories and the purpose of qualitative inquiry. There is considerable focus on practicing selected research skills and the analysis and write-up of the results from these activities. The course is designed to provide much of the reading and theoretical grounding at the
By the end of the course the student will be able to:

- Explain the difference between qualitative and quantitative research and identify how they complement each other and identify when one might be more appropriate than another.
- Identify and compare different approaches to qualitative research.
- Identify and compare different paradigms and interpretative frameworks of qualitative research.
- Demonstrate skills for interviewing and conducting a "Mini-RAP".
- Demonstrate skills in preparing field notes and research logs.
- Demonstrate skills in interpreting qualitative data.
- Demonstrate skills in writing up qualitative research in clear, easy to understand prose.
- Identify ethical issues related to the use of qualitative methods.
- Demonstrate skills in designing a qualitative study.

LEARNING ACTIVITIES
While achievement of the objectives identified above is primarily the responsibility of the student, several different learning activities have been designed to facilitate this process. It is hoped that reading, having the opportunity to think about the reading by having to write about what has been read, and then applying the content of the reading to specific activities will help students develop the needed expertise to begin a qualitative research project. Written assignments and research activities are designed to provide opportunities to experiment with the application of concepts. Anytime you are asked to identify main points, you should use your own words with short quotes to ground your assertions theoretically. When such sources are cited, always identify the page number (see the APA manual for citation conventions). Participation as part of a group in data collection, analysis, and writing up results should make the mastery of skills easier. Sharing written assignments with classmates before class and class interaction in both small and large groups is designed to help students learn from the experiences of each other. Students who have laptop computers may want to bring them for group activities. Reading assignments are especially long at the beginning of the course in order to allow students to spend more time at the end of the course on three written assignments, the Mini-RAP report (can be group prepared), the evaluation, and the design.

WEB BASED SYLLABUS
It will make it easier to return to the course syllabus and the Discussion Board for the class if you add it to your "bookmarks" or "favorites." Expect this syllabus to change over the course of the term. Major changes will be listed in the Announcements on Blackboard. The date at the top of the page indicates the date on which the syllabus was last changed. Depending on the Internet browser you use and how you have configured it (and in most cases the default setting), when you return to the syllabus, you may not see changes that have been made. Your computer saves a copy of the page and when you return to it, it brings up what was saved. To ensure that you are getting the most recent copy off the server you need to click on "reload."
Email and the Web
Before the first class session students are expected to have access to email, the Web, and Blackboard. Email and Web access is available on campus. Email is also available from your home or place of work if you have a computer and modem. You will need to either regularly check the email address that is listed in Blackboard (usually the Gonzaga email account) or set up this account to automatically forward your mail to an address you usually check.

REQUIRED TEXTS
• Beebe, James. (2001) Rapid Assessment Process: An Introduction. Walnut Creek, CA: AltaMira (PLEASE TURN IN A PHOTO COPY OF YOUR RECEIPT FOR THIS BOOK (NEW COPY) AND JAMES WILL DONATE HIS ROYALTY FROM THE SALE OF THE BOOK (about $1.00) TO THE DOCTORAL PROGRAM DIVERSITY FUND.)

OPTIONAL TEXTS/REFERENCES

Online Reference Materials
• International Congress of Qualitative Inquiry (ICQI) and International Association of Qualitative Inquiry (IAQI) http://www.icqi.org/
• Student Membership in the Society for Applied Anthropology (SfAA) The Society for Applied Anthropology (SfAA) promotes the investigation of the principles of human behavior. SfAA represents the interests of professionals in a wide range of work settings including academia, business, law, education, health and medicine, public and
government, etc. who use qualitative research in their work. Student membership is $30.00. Members receive Human Organization, Practicing Anthropology, the SfAA Newsletter as well as other benefits. Enroll on-line at: https://www.sfaa.net/membership/memform.html

QUALRS
Students are strongly encouraged to at least experiment with a subscription to the listserver QUALRS-L. QUALRS-L is an electronic discussion group for those interested in using qualitative research. The scope and nature of qualitative research is one of the ongoing debates sometimes addressed by users of this list. The label "qualitative research" applies to inquiry that depends on elaborated accounts of what we see, hear, taste, touch, smell, and experience. It has roots in cultural anthropology, field sociology, and the professional fields. Qualitative research includes field research, case study research, ethnography, document and content analysis, interview and observational research, community study, and life history and biographical studies. Other names sometimes used as synonyms for qualitative research are interpretive, naturalistic, phenomenological, and descriptive. Qualitative research is associated with such theories as symbolic interactionism, constructivism, and ethnomethodology. Qualitative researchers have a lot of fun and this sustains them through the aggravation, frustration, uncertainty, and sheer slipperiness of most of the approaches to inquiry considered qualitative.

To subscribe to QUALRS-L, click on the following link http://listserv.uga.edu/cgi-bin/wa?SUBED1=qualrs-l&A=1 and follow the directions. This is a very active list and I suggest selecting the digest option so that you will not receive more than one email a day.

ASSESSMENT AND GRADING
Required assignments in addition to the weekly reading assignments and posts to Blackboard
1. Transcript of 5 minute practice interview
2. Participation on a Mini-RAP, two interviews, transcripts of interviews, analysis including coding, identification of conclusions, draft of some of the results, Mini-RAP report (note Mini-RAP data collection must be done as a group, written assignment based on the data that is collected can be done as a group project or individually)
3. Evaluation of research that has been conducted by someone else
4. Design of qualitative research on topic of interest to the student
5. Lead discussion on one of the approaches (as long as all approaches are covered by one person, group presentations are encouraged) Post choice to Blackboard before session 4.
6. Based on our discussion of the many ways of conceptualizing qualitative research in the human sciences, develop a graphic display of the differences in research traditions (you may use the positivist, interpretivist, and critical categories or develop other categories that you feel better capture the differences) and their assumptions, methodologies and purposes. Append to your display a rationale for why you feel it captures your thinking. (Those working in groups might have the same display, but will express the rationale in their own words). A brief (5 minute) presentation will be made to the class.

Class attendance and blackboard posts 20%
Interview transcript/Participation on Mini-RAP 20%
Evaluation of Research 10%
Research Design 20%
Lead Discussion 10%
Research Paradigm Conceptualization 20%

Final grades for the course will be determined based on the following scale. It is our expectation that all work will be handed in on time. Should you face extenuating circumstances, late work will only be accepted if prior arrangements are made with the instructors. It is the expectation that students who complete all work in a timely fashion and in response to the criteria presented will earn an A.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-94.99%</td>
<td>A-</td>
</tr>
<tr>
<td>85-90%</td>
<td>B</td>
</tr>
<tr>
<td>80-84.99%</td>
<td>B-</td>
</tr>
</tbody>
</table>

**Mini-RAP Schedule**
1. Introduction to Concept
2. Organization of RAP Teams
3. Conduct Interviews
4. Transcript

**Sessions and Assignments**

**Session 1: Overview of Course, Developing Interviewing Skills, and Rapid Assessment**

For the first session it is critical that you bring the following:

- A TAPE RECORDER
- 4 objects that say something about you--2 should be related to your professional life and 2 to your personal life. Bring them in a bag so others cannot see them until we begin the activity. The planned activity will serve both as an introduction to one another as well as an introduction to qualitative research.

**Readings to be Completed in Preparation for Session 1**

- Creswell (2007, pp. 1-14, 39-41)
- McDonald (2009) Blackboard document, READ LIGHTLY)
- The Interview. Blackboard Course Document
Written assignment to be completed prior to session.

a. Identify at least one important point from EACH chapter of Marshall and Rossman (2006), Creswell (2007), and Beebe (2001) that you would not want your classmates to miss. You may want to summarize the points in your own words and use short quotes when the wording is special or unique. Feel free to supplement, question, critique, and argue against points. Please identify the pages where the material is found.

b. Identify differences between Marshall and Rossman, and Creswell. Follow this with one to three sentences of a subjective response to each of the four sets of reading, not the individual chapters (do you like these readings, do they seem relevant, are they a waste of your time, etc.). Identify a research topic you think would require a qualitative study. Should not exceed 150 words.

c. For all of the interview materials write two to four sentences that you will want to keep in mind as you do the interview. Identify the source including the page number. Should not exceed 100 words.

d. Identify the one or two main points for each chapter of Beebe and follow with one to three sentences of a subjective response for the book.

Post a, b, c. and d. on the Discussion Board by 5:00 PM the day before the class.

If you are not able to post to the Discussion Board prior to class, bring a hard copy to class and a memory stick with your assignment saved as an .rtf file and we will help you post your assignment before or after class. Please make sure you can log into Blackboard prior to class (call Computer Support Services 323-5550 if you are having a problem).

Class activities:

A. Overview of class and expectations.

B. Introduction to Qualitative Research-activity with 4 objects
   • What makes it qualitative? Power point presentation. (Course Document)
   • Introduction to "Emic and Etic."
   • Emic perspective: the "insider's" or "native's" interpretation of or "reasons" for his or her customs/beliefs. What things mean to the members of a society.
   • Etic perspective: the external researcher's interpretation of the same customs/beliefs. What things mean from an analytical, anthropological perspective.
   • Discussion of materials in Creswell (2007) with a special focus on when it appropriate to use qualitative research and approaches.

C. Discussion of materials in Marshall and Rossman (2006) with a special focus on defining qualitative research

D. Overview of transcribing.

E. Rapid Assessment and Mini-RAP
   • Rapid Assessment (RAP06) power point presentation. (Blackboard Document)
   • Discussion on RAP as an approach and the use of the Mini-RAP for learning about qualitative research.

F. Practice interviewing. Work in groups with a video recorder for each group. Each person will (a) conduct a five minute interview and (b) be interviewed. The topic is the criteria or categories the person used for deciding to enroll in the Doctoral Program in Leadership Studies at Gonzaga. You are expected to make an audio recording of the interview you
conduct. Your transcript of the interview along with notes you take during the interview are your field notes. MAKE SURE YOU HAVE A SIGNED INFORMED CONSENT FORM!! Informed consent from can be downloaded from the Doctoral Web Site (Current students, IRB). Review of the videos of the interviews and identification of lessons that can be learned

Session 2: More on Qualitative Research, Lessons from Rashomon, Transcripts, Researcher Roles, Organize Mini-RAP Teams, and Tools.

Reading assignment-To be read prior to Session 2
- Creswell (2007, pp. 117-145)
- Read before transcribing the interview conducted in session 1. Indexing and Transcribing Your Interviews from the Library of Congress, Veteran History Project [http://www.loc.gov/folklife/vets/transcribe.html]
- Deborah Ceglowski (2002, pp. 5-24) Research as Relations. Blackboard Course Document
- Video. Prior to class, watch the 1950 Japanese movie Rashomom directed by Akira Kurosawa. DVD is on three hour reserve in Foley. Can be borrowed overnight if within three hours of library closing. DVD is on reserve for this class under the name of the instructor. Used copies are available online for about $20.00 or from Netflix.
- OPTIONAL. There are numerous web sites about Rashomom. One that I found interesting [http://www.allwatchers.com/Topics/Info_10188.asp?BSID=0].

Written assignment
a. Two or three sentences that identify possible implications of Rashomom for qualitative research.
b. Prepare a log based on your field notes (transcript of the interview and your notes and observations) of the interview you conducted in session 1. POST TO THE Discussion Board as an attachment and bring a hard copy to class. Ensure that you have identified the person you have interviewed with a pseudonym. The hard copy you bring to class should be double spaced, with VERY wide margins on both sides. Optional line numbers.
c. Identify one or two main points from Marshall and Rossman and follow with one to three sentences of a subjective response. In what ways are Beebe and Marshall and Rossman similar in their approaches and in what ways do they differ? Post to the Discussion Board by 5:00pm the day before the class. Responses to b, c, and d should not exceed about 100 words each.

Class Activities
A. More on Qualitative Research
   - Discussion of the implications of Rashomom for qualitative research.
   - Researcher's Role. Power Point Presentation (Blackboard Document)
B. Qualitative Data
   - Discussion of lessons learned about interviewing
   - Member checking. Small group discussion about accuracy of interviews.
• Discussion of transcribing and preparation of logs, combining observations with interviewing, recording the thoughts of the researcher, focus on keeping things straight.

C. Discussion and demonstration of tools for qualitative research. Tools for Digital Audio Recording in Qualitative Research
  • Demonstration and discussion concerning use of digital tape recorders.

D. Organize teams for the Mini-RAP activity (see Beebe, 2001). There must be at least two people on the RAP team, but a team of three or four will work better. (If it is impossible to do this activity with someone else from the class, please see the instructor for an alternative). At a minimum this activity will involve visiting a site, interviewing someone for at least 15 minutes, breaking and the RAP team reviewing the results and reformulating questions, and returning to the site or a similar site for another interview usually with a different person. Activity should be scheduled to ensure that transcripts are transcribed for at least the first interview before the next session.

Session 3: Paradigms and Interpretive Frameworks: Postpositivist, Interpretive, Critical, and Post Modern

Reading assignment to be read before session
  • Miles and Huberman (1994), (pp. 50-89) Early Steps in Analysis (read lightly looking for main points, do not get bogged down on the new vocabulary or trying to figure out all the differences) (pp. 245-top 277) (Blackboard Course Document)
  • Marshall and Rossman (2006, pp. 1-14, 151-174)
  • Postmodernism (from a review of by P. M. Rosenau)
  • Feminist Anthropology essay by Angela Bratton
    [http://www.indiana.edu/~wanthro/fem.htm]
  • Other feminist resources [http://yana.sscl.berkeley.edu/~afaweb/], [http://yana.sscl.berkeley.edu/~afaweb/links.html]
  • Feminist Anthropology Bibliography [http://www2.h-net.msu.edu/~women/bibs/bibl-femanthro.htm]
**Written assignment**

Mini-RAP Each RAP team should have completed both Mini-RAP interview and have a completed transcript or at least one.

a. Compare and contrast ways of dividing up qualitative research such as approaches, frameworks, traditions, positions, etc. found in Creswell chapters 1 and 2 and Carol Grbich Chapter 2.

b. Identify 6 or 7 key points from Miles and Huberman on data analysis and provide a sentence or two subjective response.

c. In what ways is Creswell's approach different from Miles and Huberman?

d. In what ways is Marshall and Rossman's approach different from Miles and Huberman?

e. Given your own interests, what approach might you use?

f. A short paragraph that describe the implications of a post modern perspectives for qualitative research.

g. A short paragraph that describe the implications of a feminist perspectives for qualitative research.

Responses to a should not exceed 400 words and responses to b, c, d, e, f, and g should not exceed 100 words each. All should be posted to Blackboard by 5:00 PM two days before the class. **REPLY** to the posting of one of your classmates indicating how the posting influenced or expanded your understanding of one of the topics by 5:00 on the day of the class.

**Class Activities**

A. Different Approaches, Paradigms and Interpretive Frameworks
   - Discussion on why/how one's ontology and epistemology make a difference in what is knowable and askable

B. Data analysis
   - General discussion on qualitative data analysis based on Creswell and Miles and Huberman

C. Coding and alternative strategies for beginning the process of interacting with an interview/directed discussion.
   - Discussion of analysis for Mini-RAP based on Beebe followed by small group work on coding the Mini-RAP interviews

D. Discussion on how different materials will be covered in class and role of students. As part of your discussion you are encouraged to supplement readings identified in the syllabus, and make use of new references, web sites, Power Point Presentation, handouts, etc. You are encouraged to post this materials to Blackboard Discussion. Discussion should focus on what makes the different approaches unique and where they might be most appropriate. Choices for approaches should have been posted to blackboard prior to class.

**Session 4: Different Approaches to Qualitative Research, Narrative, Phenomenology, Evaluating Qualitative Research**

**Reading Assignment**

- Research Proposal Evaluation Form for Qualitative Methodology Adapted from *Cobb & Hagemaster (1987)* by Mary Lynn Rice-Lively
  http://www.gslis.utexas.edu/~marylynn/qreval.html
• Yvonna Lincoln (2002, pp. 327-345) Emerging Criteria for Quality in Qualitative and Interpretive Research, Blackboard Course Document
• Review guidelines based on JAPA. Blackboard course document.

Written Assignment
a. Mini-RAP Continue with the analysis and writing up the results. Use as many of the tactics for generating meaning identified in Beebe 2001 or Miles and Huberman as you can. Complete at least 3 but not more than 5 pages of the results section of the RAP report. Make use of short and long quotes as appropriate. Post to Blackboard by 5 PM two days before the class and bring a hard copy to class. REPLY to at least one posting by 5:00 the day of the class.

b. Evaluation Review of the Landmark and Wahl article. Should use the Guidelines for Review Article, based on JAPA Guidelines, but should not exceed 500 words. Both the article and the guidelines can be found in Blackboard Course Documents. Post to the Discussion Board by 5:00pm two days before class. Bring to class one copy of the assignment. Should be included in the text of your message. A formatted copy can also be attached to your message.

c. Short paragraphs on (a) Narrative and (b) Phenomenology identifying most important characteristics, your views of strengths and weaknesses, and implications of paradigms and frameworks. (c) A short comparison and your ideas about the situations where each might be appropriate. a, b, and c should exceed 150 words each. Post to Blackboard two days before class. REPLY to the posting of one of your classmates indicating how the posting influenced or expanded your understanding of one of the topics by 5:00 on the day of the class.

d. Research Paradigm Conceptualization

Class activities
A. Evaluating Qualitative Research

B. Discussion of the reviews of the Landmark and Wahl article based on the JAPA Guidelines; Student led presentations/discussions on narrative and phenomenology.

C. 5-minute presentation of Research Paradigm Conceptualization
Session 5: Social Constructivism, Postpositivism, Advocacy/Action Research, Writing up Results.

Reading Assignment
- Creswell (2007, pp. 177-199, 201-221, 223-232)
- Wolcott (2001, pp. 3-169) reading on social constructivism, pospositivism, advocacy
- Richardson, Writing as a Method of Inquiry
- OPTIONAL Beebe Rapid Assessment Process (RAP) and Participatory Action Research
  (PAR): Complementary Approaches with Similar Methodologies but Different Implications for Leadership. [http://www.rapidassessmente.net/RAP-PAR09110206.doc]

Written assignment
Mini-RAP RAP teams should have transcripts from both interviews and have begun the process of some analysis. Teams should begin the process of identifying themes and should be careful to use memos to make sure the thinking of the team is not confused with what they think they have heard from the participants.

a. Identify one or two main points for each chapter of Wolcott and follow with one or two sentences of a subjective response for the book.

b. Identify 4 to 6 main points of Creswell concerning writing and follow with one or two sentences of a subjective response.

c. What does Creswell mean by "turning a story" and what might be an example from your Mini-RAP?

d. A short paragraph that describes the difference between Social Constructivism, postpositivism, advocacy/action research.

Responses to a, b, c, d, and e should not exceed 100 words each and should be posted to Blackboard by 5:00 PM two days before the class. REPLY to the posting of one of your classmates indicating how the posting influenced or expanded your understanding of one of the topics by 5:00 on the day of the class.

Class Activities
- A. Presentation on social constructivism, pospositivism, advocacy/action research
- B. Writing up results
  - Discussion of Wolcott and Crewsell, with attention to differences in writing based on approaches.
  - Use of long and short quotes from participants.
- C. Mini-RAP teams should begin to write up some of their results.

Session 6: Ethnography, Case Study, Ethics, and Informed Consent

Reading assignment.
- Creswell (2007, pp. 22-31)
• Beebe (2001, pp. 129-144)(note SfAA Statement of Professional and Ethical Responsibilities, p. 143)
• Carolyn Fluehr-Lobban (DATE) How Anthropology Should Respond to an Ethical Crisis
  [http://chronicle.com/free/v47/i06/06b02401.htm]
• The Codes of Ethics of the American Anthropological Association
  [http://www.aaanet.org/committees/ethics/ethcode.htm]
• OPTIONAL Ethical and Legal Aspects of Human Subjects Research in Cyberspace

Written assignment
Mini-RAP Prepare at least the first four pages of what will be a 5 to 10 page report on the RAP interview. This report should be academic without sounding scholarly. Bring four copies of these four pages to class. Post to Blackboard as an attachment. Post by 5:00pm two days before class. Possible Ethical Issues One paragraph on what you see as a possible ethical issue in your own research or in research you know about. Do NOT post. Bring sufficient hard copies for everyone in the class.

Short paragraphs on (a) Ethnography and (b) Case Study identifying most important characteristics, your views of strengths and weaknesses, and implications of paradigms and frameworks. (c) A short comparison and your ideas about the situations where each might be appropriate. a, b, and c should need exceed 150 words each. Post to Blackboard two days before class REPLY to the posting of one of your classmates indicating how the posting influenced or expanded your understanding of one of the topics by 5:00 on the day of the class.

Class Activities
A. Ethics
  • Discussion of ethics in qualitative research.
  • Consideration of ethical issues raised by students in the class.
B. Informed Consent
  • Human Participant Protections Education for Research Teams from NIH Office of Extramural Research, revised as of March 1, 2008.
    This free, web-based course presents information about the rights and welfare of human participants in research. The two-hour tutorial is designed for those involved in conducting research involving human participants. It satisfies the NIH human subjects training requirement for obtaining Federal Funds. You will have the option of printing a certificate of completion from your computer upon completing the course.
  • Learn about Gonzaga University's IRB policies. Go to Doctoral Web page, link Information for Current Student, IRB
C. Student led presentations/discussions on ethnography and case study. Differences between a single case and a multiple case study. Special attention to the types of data used in a case study and the difference between Case Study and Ethnography.
D. Presentation on Gugo ethnographic research by James Beebe
E. Working in groups RAP teams edit the work of another RAP team.

Session 7: Grounded Theory, Designing and Preparing for Qualitative Research, Conceptual Frameworks, and Presenting Results

Reading Assignment.
- Cresswell (2007) pp. 35-52
- Creswell (2007) Analytic Table of Contents by Approach, pp. xi-xiv, all pages dealing with Grounded Theory
- OPTIONAL Grounded Theory as Scientific Method by Brian D. Haig [http://www.ed.uiuc.edu/EPS/PES-Yearbook/95_docs/haig.html]

Written Assignment
Mini-RAP teams should be completing their 5 to 10 page papers. References should be in APA. Strongly suggest teams use the DPLS paper template.
- a. Based on the different reading, what do you think are the most important parts of the design for a qualitative study. Remember to identify sources and use page numbers for the different part you think are important.
- b. What is a conceptual framework for a qualitative study? Either what might have been the conceptual framework for the Landmark and Wahl article?
- c. Short paragraphs on Grounded Theory identifying most important characteristics, your views of strengths and weaknesses, and implications of paradigms and frameworks. Should need exceed 150 words. Post to Blackboard two days before class REPLY to the posting of one of your classmates indicating how the posting influenced or expanded your understanding of one of the topics by 5:00 on the day of the class.

Class Activities
A. Discussion of Design based on Marshall and Riossman and Cresswell.
- Identification of key components based on the reading.
B. Discussion of conceptual frameworks for qualitative research.
- Discussion based on Marshall and Rossman and Anfara and Mertz.
- Small Group activity, considering a conceptual framework for the Mini-RAP
C. Working in groups RAP teams edit only the results section of another RAP team
D. Student led discussion of Grounded Theory.
- Special attention to what might be difficulties of doing a Grounded Theory study.
  Attention to what makes Grounded Theory different from the other approached identified by Creswell.

Session 8: Wrap-up, Mini-RAP, and Design Reports

Reading Assignment
Written Assignment
a. Revised draft of your 5 - 10 page paper on the RAP activity. Include a RAP sheet. Bring to class two copies of the assignment.
b. Research design. Between 3 -5 pages based on the Table 2.1 Marshal and Rossman p. 25. (For Literature review identify the types of literature you might use. It is not required to address data analysis procedures and trustworthiness). Rationale for the use of qualitative research for the topic and specific attention to the choice of one or more approaches. Post to Blackboard as an attachment by 5:00 PM the day before the class.

Class Activities
Class will be at James Beebe's house. We will combine class with a potluck meal. Address 1249 S. Wall St., Cliff-Park section of Spokane. House is at the corner of 13th Ave. and Wall St. Go south on Monroe to 14th Ave. (light), turn left, go one block to Wall St., turn left. House is on the right, metal gates, hedge, gray with cream trim. If you need transportation, please contact the instructors.

Equipment for Power Point Presentations will be available.

A. Class presentations by groups or individuals on RAP reports.
B. Individual presentation on proposed research design.
C. Class discussion on the relevance, or lack thereof, of the assigned materials and activities.