Qualitative Research – Theory and Design
DPLS 723-Summer 2013

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Course Information

Course Name: Qualitative Research: Theory and Design  
Course Number: DPLS 723  
Credits: 3  
Day of the Week/Time: Monday, 6:00pm-10:00pm  
Dates: Monday: June 17, June 24, June 28 (note the 28th is a Friday); July 1, 8, 15, 22  
Location: TIL 117  
Instructor: JoAnn Danelo Barbour, Ph.D.  
Email: barbourj@gonzaga.edu  
Phone: 509-313-3630  
Office Hours: Please discuss or call or email for an appointment.

Course Description: Goals & Objectives*

*Please Note: This information is preliminary. Final syllabus and all assignments will be posted on BlackBoard. Additionally, the assignments and readings will be discussed the first class day. Texts will not change, however, so the texts noted below will be those read for class.

Course Goals

This course is designed to provide an understanding of the theoretical perspectives underlying qualitative research in the social sciences, an understanding of the relationships between the theories and purpose of qualitative inquiry, and an opportunity for students to develop specific qualitative research skills by participating in qualitative research exercises.

Course Objectives

By the end of the course the student will be able to demonstrate understanding and knowledge of the following:

• Terms and definitions associated with qualitative research.
• The various theoretical, philosophical, and interpretive perspectives and approaches to qualitative research.
• How to formulate a research design: purpose, rationale, questions, methods, methodology, the selection of appropriate researcher roles, and the description of participants and setting/context investigated.
• Practice of a variety of data collection strategies used in qualitative research.
• Different techniques used to analyze data collected during qualitative studies.
• Interpretation and writing the results of data analysis of qualitative research.
• Ethical issues related to the use of qualitative methods.

Required Texts


**Additional Material**

• Additional required readings will be posted on Blackboard.

**Assignments and Grading**

**Attendance Policy and Class Participation**: Because a large part of each class is participatory, class attendance is expected. If a student wishes to earn a grade of A- or better for the course, he or she must attend the course/group meetings at least 90% of the time the course/group meets.

**Assignments**: Assignments are due when specified. This professor may refuse to accept a late paper. If the late paper or project is accepted, it will incur a lower grade. This professor reserves the right to decide whether to accept the late assignment or not to accept the late assignment. A scoring guide or rubric will be included with each project or assignment.

**Grading**

Final grade is based on accumulated evaluations over the entire session. Scoring rubrics are distributed for each assignment. The assignments, grading, and evaluation process will be discussed the first day of class.

**Assignment Day One: On Looking**

**Purpose**: The purpose of this assignment is twofold: 1) Read the book *On Looking* by Horowitz and 2) Prepare oneself for a Walkabout around the campus of Gonzaga University.

**Description**: A description of the book on Amazon includes:

> Alexandra Horowitz’s brilliant *On Looking: Eleven Walks with Expert Eyes* shows us how to see the spectacle of the ordinary—to practice, as Sir Arthur Conan Doyle put it, “the observation of trifles.” *On Looking* is structured around a series of eleven walks the author takes, mostly in her Manhattan neighborhood, with experts on a diverse range of subjects, including an urban sociologist, the well-known artist Maira Kalman, a geologist, a physician, and a sound designer. She also walks with a child and a dog to see the world as they perceive it. *What they see, how they see it, and why most of us do not see the same things reveal the startling power of human attention and the cognitive aspects of what it means to be an expert observer.*

Write a 3-5 page reflection after you finish reading the book. [Please note, if you can say what you want in 3 pages, that is fine with me. Do not feel you need to fill up 5 pages.] Some of the
following questions might guide your reflection: What did you learn from Horowitz about human attention and the cognitive aspects of what it means to be an expert observer? If you were to take your lessons “into the field” to observe a group or situation or setting, what are the most important lessons to take? What is your most important “take-away” after reading On Looking? Please refer to the writing specifications below for structuring your reflection. A scoring rubric will be posted on BlackBoard.

Writing Specs: NOTE: These specifications are important. Part of one's grade is the ability to follow directions and specifications. Please read this section carefully. These specs will be followed for all papers in this course.

- Follow the page length requirement. The professor will stop reading after maximum pages, which vary per assignment.
- Margins: one inch all around.
- Font: Times New Roman, size 12.
- Page numbers: top right hand corner also in Times New Roman, 12 Font.
- No header or footer is needed. Do not add a header or a footer.
- Double space. Do not skip a line between paragraphs.
- Align text to the left.
- All paragraphs should be indented. Indent paragraphs ½” from left margin. Do not skip a line between paragraphs.
- Add a cover page, but do not count or number the cover page. The first page of the narrative is page one. Fix the paragraphing so there is NO added space between sections or paragraphs. (Thus, go to the menu bar: Paragraph. Under the tab Index and Spacing, the “Spacing Before” should be “0”, the “Spacing After” should be “0”, the “Line Spacing” should be “Double”, and the box should be checked that says “Don’t add space between paragraphs of the same style.”)
Schedule of Topics, Reading Assignments, and General Assignments*

**Dates:** Monday: June 17, June 24, June 28 (note this is Friday); July 1, 8, 15, 22

*This is a beginning skeleton that will be filled in fully by the first day of class and posted on BlackBoard.
[Note: Course outline, readings, and/or assignments may change slightly depending on student and/or professor needs.]

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic/Assignments</th>
<th>Readings Due*</th>
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<tbody>
<tr>
<td>Session #1 6/17</td>
<td>Overview/Introduction to Course Discussion of Horowitz. Overview of final assignment: research design Walkabout of Gonzaga campus and assignment for Session #2.</td>
<td>Horowitz: Read book</td>
</tr>
<tr>
<td>Session #2 6/24</td>
<td>Practice of social science research; the future Interviewing Writing: getting started; research design</td>
<td>Willis: Ch. 1, 9 Creswell: Ch. 1, 3, 6 Schostak: Ch. 1, 2 Wolcott: Ch. 1, 2, 3</td>
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<td>Session #3 6/28</td>
<td>Writing: Research design Group presentation:</td>
<td>Willis: Ch. Creswell: Ch. 2, 4, 5 Schostak: Ch. Wolcott: Ch.</td>
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<td>Session #4 7/1</td>
<td>Data Collection: Writing: Taking notes; develop categories Group presentation:</td>
<td>Willis: Ch. Creswell: 7 Schostak: Ch. Wolcott: Ch.</td>
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<td>Session #5 7/8</td>
<td>Data Collection: Writing: Group presentation:</td>
<td>Willis: Ch. Creswell: 8 Schostak: Ch. Wolcott: Ch.</td>
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<td>Session #6 7/15</td>
<td>Writing: Analysis &amp; Interpretation Group presentation:</td>
<td>Willis: Ch. Creswell: 9 Schostak: Ch. Wolcott: Ch.</td>
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<td>Session #7 7/22</td>
<td>Research Design Due Final Presentations</td>
<td>Willis: Ch. Creswell: Schostak: Ch. Wolcott: Ch.</td>
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*Note: Please note additional pdf-readings may be posted on BB per each session.