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Course Information

**Course Name:** Qualitative Research: Theory and Design  
**Course Number:** DPLS 723  
**Credits:** 3  
**Day of the Week/Time:** Tuesdays, 6:00pm-10:00pm + one Friday TBD  
**Dates:** June 17, 24, July 1, 8, 15, 22 + one Friday TBD  
**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.

Reading Materials
Required Texts

  Assignment based on this book is due on the first day of class.

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.

Research
Please note that each student will conduct a small qualitative research study during this course. It will take place on campus at Gonzaga University. We will discuss the assignment and specifics on the first night of class. The final research report/paper will be due on the last night of class.

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 Due Day One: On Looking (See reading materials above.)

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.

Purpose: The purpose of this assignment is threefold: 1) Read the book On Looking by Horowitz and 2) Prepare oneself for a Walkabout around the campus of Gonzaga University. 3) Write a reflective commentary on On Looking.

Description/Assignment: Write a 4-5 page (1200-1500 words) reflective commentary after you finish reading the book. The purpose of a reflective commentary is to discuss what you thought about this assigned reading, that is, to report some thoughts about the book On Looking, and not to simply summarize the book. Be sure in the thesis statement in your commentary that you provide a purpose or direction to your reflection. That is, what is your purpose in this paper? The suggestions below ought to help guide your reflections and writing:

- Comment on the book you just read relative to your future work in qualitative research. What general lessons or meanings did you take away from your reading? How has Horowitz helped you become a better researcher from your reading?
- Perhaps you did not like the book. Share your reasons why you did not like the book and make suggestions on how Horowitz could have improved the book. Be specific in your suggestions. For example, in particular chapters, should the experts have shared more or different expertise? –of what sort? –why? What questions should Horowitz have pursued that you think she did not pursue?
- Perhaps you are left with several unanswered questions after reading On Looking. What are those questions? From which chapters did they arise? What sorts of questions might you have for the “experts” in those particular chapters? Why these questions? What do you think they have to do with qualitative research?
- Choose a few chapters or “ways of looking” that were particularly meaningful for you and explain why. How will these ways of looking help you in your research? What research issues were raised in these particular chapters or generally in the book?
- Perhaps Horowitz evoked particular feelings or emotions from your reading. Thus, write what you felt after reading On Looking. Be sure to provide examples that help the reader understand what you mean by a particular feeling evoked. What meaning do these feelings/emotions have to your work as a qualitative researcher?

The written reflection will be evaluated; a scoring rubric is included below.

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. Professor will stop reading after maximum pages, which may 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.”)
### SCORING CRITERIA FOR QUALITATIVE RESEARCH THEORY & DESIGN ASSIGNMENTS

<table>
<thead>
<tr>
<th>Gonzaga University</th>
<th>Doctoral Program in Leadership Studies</th>
<th>Professor JoAnn Danelo Barbour</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCORING CRITERIA</td>
<td>ACOMPLISHED</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NEEDS SOME WORK [See Explanation.]</td>
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<tr>
<td></td>
<td>4 pts.</td>
<td>3-2 pts.</td>
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<td>1-0 pts.</td>
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#### I. Communicates Effectively: Mechanics
- Grammar, punctuation, paragraphs, spelling, APA: appropriate, accurate; few to no errors
- Excellent sentence/paragraph construction
- Followed assignment specifications

#### Expectations of Assignment
- Assignment is addressed thoroughly
- Response meets or exceeds all requirements indicated in instructions
- Attachments and/or additional documents are included if required/needed

#### II. Communicates Effectively: Structure: Clarity, Organization, Flow
- Writing is clear, concise, engaging
- Thoughts expressed in a coherent, logical manner; easily understood by reader
- Writing organized, flows well (fluid), not choppy

#### III. Introduction
- Explanation of issues or background as needed
- Thesis statement, focus of essay clearly stated

#### Conclusion(s), Implications, Consequences
- Clearly stated
- Objectively reflects upon own assertions
- Connection to evidence/position clear & relevant

#### IV. Discussion of _______________________
- Section is informative and accurate
- Contains salient information
- Is comprehensive and does not contain contradictions

#### V. Argument & Evidence
- Specific, nuanced, interpretive thesis appropriate to the assignment
- Clear, compelling connections and analysis
- Argument is supported by and convincingly interprets the data
- Thoughtful, productive selection and use of evidence from interviews and/or documents and/or other data
- does not omit data because it is inconvenient
  but also does not include data irrelevant to the
  report’s thesis/focus

Comments:
Schedule of Topics, Reading Assignments, and General Assignments*

**Dates:** Tuesdays: June 17, June 24, and July 1, 8, 15, 22 + one Friday TBD

*Except for Session #1, this schedule is a draft. It will be completed by the end of the first week of class with student and professor input. [Note: After final schedule is determined, course outline, readings, and/or assignments may change slightly depending on student and/or professor needs. Note also the sessions will be reconfigured a bit due to the addition of one Friday session from 6-10pm.]

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic/Assignments</th>
<th>Readings Due* Author: Chps</th>
<th>Assignments Due</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Session #2 6/24 (Tues)</td>
<td><strong>TOPIC: Observing / Fieldnotes</strong> [people, places, spaces, artifacts/documents] Practice of social science research; the future Writing: getting started; research design</td>
<td>Willis: Ch. 2,6 Creswell: 1,3,6 Schostak: 1,2 Wolcott: 1,2,3</td>
<td>Observation; maps. Plan/Questions to go forward.</td>
<td>20</td>
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<tr>
<td>Session #3 7/1 (Tues)</td>
<td><strong>TOPIC: Interviewing</strong> Asking Questions. Interviewing: Types, purposes. Making Connections. In class: Protocols. <strong>Data Collection:</strong> Writing: Taking notes; develop categories</td>
<td>Willis: 3 Creswell: 2,4,5 Schostak: 3,6,7 Wolcott: 4</td>
<td>Interview protocol. Appointments; lists of participants.</td>
<td>10</td>
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<tr>
<td>Session #4 7/1 (Tues)</td>
<td><strong>TOPIC: Coding</strong> Data Collection: Writing: Taking notes; developing categories <strong>Data Analysis: Developing themes</strong></td>
<td>Willis: 4 Creswell: 7 Schostak: 4,5 Wolcott: 5</td>
<td>Email (OK this time only) rewrite of observation by 5:00pm Wed. 7.3.</td>
<td>10</td>
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<tr>
<td>Session #5 7/8 (Tues)</td>
<td><strong>TOPIC: Writing Findings</strong> Discussion of themes as findings <strong>TOPIC: Discussing: Analyzing &amp; Interpreting #1</strong> Validity; Reliability Difficulty with analysis/interpretation</td>
<td>Willis: 5 Creswell: 8 Schostak: 8,9 Wolcott: skim 6,7</td>
<td>Conduct/transcribe interviews. Submit one complete coded transcript. Submit analysis/description of interview findings.</td>
<td>10</td>
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<tr>
<td>Session #6 7/15 (Tues)</td>
<td><strong>TOPIC: Discussing: Analyzing &amp; Interpreting #2</strong> Validity; Reliability; Writing: Analysis &amp; Interpretation</td>
<td>Willis: 7,8 Creswell: 9,10</td>
<td>Come to class with a draft of interpretation of findings. We will discuss in class.</td>
<td>10</td>
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<tr>
<td>Session #7 7/22 (Tues)</td>
<td><strong>TOPIC: Reporting Written / Verbal</strong> Research Report Due Final Presentations</td>
<td>Submit final research paper to Prof. Course Evaluation. Each student: 30 mins. (max) to present findings research to class.</td>
<td>Participation points (5pts. per day x 6)</td>
<td>50</td>
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<td>TOTAL POSSIBLE POINTS</td>
<td>200</td>
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*Note: Please note additional pdf-readings may be posted on BB.*