

Argosy University
COURSE SYLLABUS

R7035

Methods and Analysis of Qualitative Research

Faculty Information

Faculty Name:

Campus:

Contact Information:

Office Hours:

Short Faculty Bio:

Course description: This course introduces the assumptions, theories, and processes of qualitative inquiry. The purpose of this course is to provide advanced graduate students with the theoretical foundations necessary to understand qualitative inquiry, and to enhance their abilities to conduct qualitative research and evaluation.

Course Pre-requisites: *PC6521 or equivalent*

Required Textbook:

Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage Publications. ISBN: 0761919716

Publication manual of the American psychological association. (2001). Washington, DC: American Psychological Association. ISBN: 1-55798-971-2



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Recommended Textbooks:

Bogdan, R.C. & Biklen, S.K. (1998). *Qualitative Research for Education: An Introduction to Theory and Methods* (3rd ed.). Boston, MA: Allyn and Bacon.

Denzin, N. & Lincoln, Y. (Eds.). (2000). *Handbook of Qualitative Research* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Creswell, J.W. (1994). *Research Design: Qualitative & Quantitative Approaches*. Thousand Oaks, CA: Sage Publications.

Creswell, J.W. (1998). *Qualitative Inquiry and Research Design: Choosing Among*

Five Traditions. Thousand Oaks, CA: Sage Publications.

Eisner, E. (1991). *The Enlightened Eye*. New York: Macmillan.

Jamesick, V.J. (1998). *“Stretching” Exercises for Qualitative Researchers*. Thousand Oaks, CA: Sage Publications.

Jorgensen, O. (1989). *Participant Observation*. Thousand Oaks, CA: Sage Publications.

Lofland, J. & Lofland, L.H. (1995). *Analyzing Social Settings: A Guide to Qualitative Analysis* (3rd ed.). Belmont, CA: Wadsworth.

Marshall, C. & Rosman, G. (1994). *Designing Qualitative Research*. Thousand Oaks, CA: Sage Publications.

McLeod, J. (2001). *Qualitative Research in Counseling and Psychotherapy*. Thousand Oaks, CA: Sage Publications.

Rubin, H.J. & Rubin, I.S. (1995). *Qualitative Interviewing: The Art of Hearing Data*. Thousand Oaks, CA: Sage Publications.

Strauss, A. & Corbin, J. (1998). *Basics of Qualitative Research*. Thousand Oaks, CA: Sage Publications.

Wolcott, H.F. (1990). *Writing Up Qualitative Research. Qualitative Research Methods Series, Volume 20*. Newbury Park, CA: Sage Publications.

Additional Resources

Biography:

Denzin, N.K. (1989). *Interpretive Biography*. Newbury Park, CA: Sage Publications.

Lomask, M. (1986). *The Biographer’s Craft*. New York: Harper & Row.

Plummer, K. (1983). *Documents of Life: An Introduction to the Problems and Literature of a Humanistic Method*. London: George Allen and Unwin.

Phenomenology:

Giorgi, A. (Ed.). (1985). *Phenomenology and Psychological Research*. Pittsburg, PA: Duquesne University Press.

Moustakas, C. (1994). *Phenomenological Research Methods*. Thousand Oaks, CA: Sage Publications.

Polkinghorne, D.E. (1989). Phenomenological Research Methods. In R.S. Valle & S. Halling (Eds.), *Existential-phenomenological perspectives in psychology* (pp. 41-60). New York: Plenum.

Grounded Theory:

Chenitz, W.C., & Swanson, J.M. (1986). *From Practice to Grounded Theory: Qualitative Research in Nursing*. Menlo Park, CA: Addison-Wesley.

Glaser, B. & Strauss, A. (1967). *The Discovery of Grounded Theory*. Chicago: Aldine.

Strauss, A., & Corbin, J. (1990). *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*. Newbury park, CA: Sage Publications.

Ethnography:

Fetterman, D.M. (1989). *Ethnography: Step by Step*. Newbury Park, CA: Sage Publications.

Hammersley, M., & Atkinson, P. (1995). *Ethnography: Principles in Practice* (2nd ed.). New York: Routledge.

Lincoln, Y. & Guba, E. (1985). *Naturalistic Inquiry*. Thousand Oaks, CA: Sage Publications.

Wolcott, H.F. (1994). *Transforming Qualitative Data: Description, Analysis, and Interpretation*. Thousand Oaks, CA: Sage Publications.

Case Study:

Merriam, S. (1988). *Case Study Research in Education: A Qualitative Approach*. San Francisco, CA: Jossey-Bass.

Merriam, S.B. (1998). *Qualitative Research and Case Study: Applications in Education*. San Francisco, CA: Josey-Bass Publishers.

Stake, R. (1995). *The Art of Case Study Research*. Thousand Oaks, CA: Sage Publications.

Journal Articles:

Erickson, F. (1986). Qualitative Methods in Research on Teaching. In M. Wittrock (Ed.), *Handbook of Research on Teaching* (3rd ed., pp. 119 - 161). New York: Macmillan.

Harrington, H. (1994). Perspectives on Cases. *International Journal of Qualitative Studies in Education*, 7(2), 117-133.

Kyale, S. (1999). The Psychoanalytic Interview as Qualitative Research. *Qualitative Inquiry*, 5(1), 87-113.

Lecompte, M. and Goetz, J. (1982). Problems of Reliability and Validity in Ethnographic Research. *Review of educational research*, 52(1), 31-60.

Nespor, J. (1990). The Jackhammer. *International Journal of Qualitative Studies in Education*, 3(2), 139-155.

Smith, P. (1999). Food Truck's Party Hat. *Qualitative Inquiry*, 5(2), 244-261.

Spector, B. and Gibson, C. (1991). A Qualitative Study of Middle School Students Perceptions of Factors Facilitating the Learning of Science: Grounded Theory and Existing Theory. *Journal of Research in Science Teaching*, 28(6), 467-484.

Journals:

American Educational Research Journal

Evaluation Review

Harvard Educational Review

International Journal of Qualitative Studies in Education

Journal of Management Inquiry

Qualitative Health Research

Qualitative Inquiry

Professional Associations:

American Educational Research Association

Web sites:

<<http://www.nova.edu/ssss/QR/web.html>> The Qualitative Report: An online journal dedicated to qualitative research.

<<http://www.agrp.co.uk/>> The Association for Qualitative Research: A recognized and respected organization in the marketing services arena.

<<http://kerlins.net/bobbi/research/nudist>> A guide to Computer-Aided Qualitative Data Analysis using NUD.IST4 Classic.

<<http://www.qualisresearch.com/>> Ethnograph – A Qualitative Data Analysis Software

<<http://www.qsr-ecommerce.com/us/acatalog/>> Software Solutions for Qualitative Researchers.

<<http://www.ship.edu/~cgboeree/qualmeth.html>> A Qualitative Methods Workbook.

<<http://kerlins.net/bobbi/research/qualresearch/>> Many useful resources for conducting qualitative inquiry.

<<http://www.fortunecity.com/greenfield/grizzly/432/rra3.htm>> Ways of Approaching Research: Qualitative Designs

Course length: 7.5 weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes:

1. Research

- 1.1. **Performing** – Design, conduct, and justify applied research in a business context using appropriate methodology
- 1.2. **Understanding** – Evaluate and apply existing theory and research to current business practice

2. Communication

- 2.1. **Oral** – Present orally, complex business information that is concise, clear, organized, and well supported in a professional manner appropriate to the business context
- 2.2. **Written** – Present in writing, complex business information that is concise, clear, organized, and well supported in a professional manner appropriate to the business context using required format

3. Critical Thinking/Problem Solving

- 3.1. **Critical thinking** – Evaluate relevance of established theory to current business practice and identify gaps in current literature
- 3.2. **Problem Solving/Decision Making** – Given a business situation, diagnose the underlying causes of the situation, evaluate possible solutions, in relation to underlying business theory and determine and defend appropriate course of action
- 3.3. **Information Literacy** - Conduct an exhaustive literature search from a variety of sources, evaluate the credibility of the sources, and apply that information to create new knowledge

4. Team

- 4.1. **Leadership** - Conduct an exhaustive literature search from a variety of sources, evaluate the credibility of the sources, and apply that information to create new knowledge
- 4.2. **Collaboration** - Given a case study or business situation collect, assimilate, and disseminate the views of stakeholders
- 5. **Ethics**
 - 5.1. **Ethics** - Given a case study or business situations, evaluate the ethical dimensions of decision situations and personal, social, and corporate responsibility not absolved by market forces
- 6. **Diversity**
 - 6.1. **Diversity** - Given a case study or business situation evaluate the multicultural dimensions of decision situations and multicultural solutions to business situations

Course Objectives:

- 1. Outline the theoretical foundations of qualitative research and evaluation. [20%]
- 2. Develop a practical application of qualitative theory to research and evaluation. [30%]
- 3. Gather qualitative data to answer research questions. [10%]
- 4. Demonstrate the impact of the researcher’s orientation on qualitative research. [10%]
- 5. Develop a plan for qualitative research. [20%]
- 6. Assimilate the ethical considerations associated with qualitative research. [10%]

Assignment Table

Week	Module Topics	Readings	Assignments
1	<ul style="list-style-type: none"> • The Nature of Qualitative Research • Qualitative Research Versus Quantitative Research 	Patton Chapter 1	
2	<ul style="list-style-type: none"> • Primary Themes of Qualitative Research • Traditions in Qualitative Research <ul style="list-style-type: none"> ○ Biography ○ Phenomenology ○ Ethnomethodology ○ Grounded Theory ○ Case Study 	Patton Chapter 2 Chapter 3	
3	<ul style="list-style-type: none"> • Applications of Qualitative Methods • Qualitative Designs 	Patton Chapter 4 Chapter 5	

4	<ul style="list-style-type: none"> • Interviewing Skills <ul style="list-style-type: none"> ○ Group Interviews • Observation Skills <ul style="list-style-type: none"> ○ Observer and Observed: Unity and Separation • Summary 	Patton Chapter 6 Chapter 7	
5	<ul style="list-style-type: none"> • Techniques of Analysis <ul style="list-style-type: none"> ○ Coding Data ○ Finding Patterns ○ Labeling Themes ○ Developing Categories • Computer Software for Qualitative Analysis 	Patton Chapter 8	
6	<ul style="list-style-type: none"> • Week 6: Quality and Credibility of Qualitative Analysis • Overview • Integrity • Triangulation • Credibility • Transferability • Trustworthiness 	American Educational Research Association's (AERA) ethical standards at http://www.aera.net/uploadedFiles/About_AERA/Ethical_Standards/Ethical_Standards.pdf Patton Chapter 9	
7	<ul style="list-style-type: none"> • Reflexivity • Informed Consent • Confidentiality • Institutional Review Board (IRB) • Closure 		
8	<ul style="list-style-type: none"> • Course Summary • Assignments 		

Course Project:
Title: Proposing a Qualitative Research Study

Overview / Scenario

Over the 7.5-week duration of this course, you will conduct a qualitative research study. You will have to:

1. Identify a specific phenomenon to be studied.
2. Conduct a brief literature review.
3. Articulate a rationale for the use of qualitative methodology.
4. Select a qualitative tradition to study the identified phenomenon.
5. Create research questions.
6. Select data gathering methods; interview, observation, or review of documents.
7. Discuss the proposed data gathering method(s) and its application to the identified phenomenon of interest.
8. Describe data analysis techniques of coding, identifying patterns, identifying themes, and identifying categories to be used with identified phenomenon.
9. Identify and discuss quality and credibility issues.
10. Identify and discuss ethical issues and considerations.
11. Summarize the research study.

Your course project will be divided into a number of tasks related to the weekly content covered in the course. The project tasks are threaded through the project.

Week 1:

Task 1 - Identify and analyze a phenomenon from your workplace or immediate environment that can be studied using qualitative research techniques.

Deliverable: Give a brief statement of the identified phenomenon. The assignment should be submitted as a Word document.

Assignment Grading Criteria: Project	Maximum Points
Identified a phenomenon that lends itself to qualitative research techniques.	5
Provided a context for the identified phenomenon.	5
Used clear and understandable writing, including grammar, spelling, and format.	5
Total:	15

Week 2:

Task 2 - Provide a background of the problem that includes a brief review of the literature studied. Provide four to five references.

Task 3 - Having identified a phenomenon to be studied, articulate why this phenomenon lends itself to qualitative methodology.

Task 4 - Select a qualitative theoretical tradition from the five you have read about to study the identified phenomena. State the reasons for using a particular qualitative tradition.

Deliverable: Provide a background of the problem that includes a brief review of the literature studied. Provide four to five references. Having identified a phenomenon to be studied, articulate why this phenomenon lends itself to qualitative methodology. Then, select a qualitative theoretical tradition from the five you have read about to study the identified phenomena. State the reasons for using a particular qualitative tradition. The paper should not exceed three pages and must be submitted as a Word document.

Assignment Grading Criteria: Project	Maximum Points
Provided a background of the problem with a literature review.	5
Articulated reasons as to why the problem lends itself to qualitative methodology.	5
Selected a qualitative tradition and stated reasons for using the tradition.	5
Provided references of literature reviewed.	3
Used APA fifth edition style accurately and consistently.	2
Used clear and understandable writing, including grammar, spelling, and format.	5
Total:	25

Week 3:

Task 5 - Create research questions where qualitative research can be used to find answers. You will need to develop three to five research questions. Research questions must be answerable, exploratory, and open-ended.

Task 6 - Select the data gathering method(s) you will be using for your research.

Deliverable: Create research questions where qualitative research can be used to find answers. You will need to develop three to five research questions. Research questions must be answerable, exploratory, and open-ended. The paper should not exceed three pages and must be submitted as a Word document

Assignment Grading Criteria: Project	Maximum Points
Created at least three research questions.	5
Created research questions that were answerable.	5
Created research questions that were exploratory.	5
Created research questions that were open-ended.	5
Listed data gathering methods to be used.	3
Used clear and understandable writing, including grammar,	2

spelling, and format.	
Total:	25

Week 4:

Task 7 - Discuss how you would apply the chosen data gathering methods(s) to the identified phenomenon. You may also discuss problems in data gathering unique to the phenomenon you have selected.

Deliverable: Students will have to participate in an online discussion on the topic and will be evaluated on the same.

Assignment Grading Criteria: Project	Maximum Points
Presented opinion on data gathering methods used with identified phenomenon.	5
Participated in the discussion by asking a question, providing a statement of clarification, providing a point of view with rationale, challenging a point of discussion, or making a relationship between one or more points of the discussion.	5
Used vocabulary relevant to the current and previous weeks' topics – at least five terms.	3
Justified ideas and responses by using appropriate examples and references from texts, Web sites, and other references or personal experience.	5
Submitted on time, using correct grammar and spelling.	2
Total:	20

Week 5:

Task 8 - Describe the data analysis techniques you would use with the identified phenomenon and state why you would use them.

Deliverable: The assignment should be submitted as a Word document.

Assignment Grading Criteria: Project	Maximum Points
Identified data analysis techniques to be used with identified phenomenon.	10
Described the data analysis techniques identified.	10
Provided reasons for using the chosen data analysis techniques.	5
Submitted on time, using correct grammar and spelling.	5
Total:	30

Week 6:

Task 9 – Summarize the main quality and credibility issues related to qualitative research. Put the summary in the context of your project.

Deliverable: The paper should not exceed three pages and must be submitted as a Word document.

Assignment Grading Criteria: Project	Maximum Points
Identified and analyzed the quality issues related to qualitative research.	7
Identified and analyzed the credibility issues related to qualitative research.	7
Described the summary in the context of the project.	7
Submitted on time, using correct grammar and spelling.	4
Total:	25

Week 7:

Task 10 - Summarize the main ethical issues related to qualitative research. Put the summary in the context of your project.

Deliverable: The paper should not exceed three pages and must be submitted as a Word document.

Assignment Grading Criteria: Project	Maximum Points
Identified the ethical issues related to qualitative research.	7
Analyzed the credibility issues related to qualitative research.	7
Described the summary in the context of the project.	7
Submitted on time, using correct grammar and spelling.	4
Total:	25

Week 7.5

Task 11 - Write a summary of your project experience. The summary should be like a journal, self-reflective, and should be a comment on your experiences through the project. It must include a statement of the identified phenomena, the qualitative tradition used to study the phenomena, a statement of the qualitative tradition, research questions specific to your investigation, the data gathering method(s) you proposed to use, the data analysis techniques you proposed to use, and the quality, credibility, and ethical issues involved in your study.

Deliverable: The paper should not exceed three pages and must be submitted as a Word document.

Assignment Grading Criteria: Project	Maximum Points
Stated the identified phenomenon studied during the project.	5
Stated the qualitative tradition used to study the phenomena with a brief description of the tradition.	5
Listed the research questions created.	5
Described briefly the data gathering methods recommended.	5
Described briefly the data analysis techniques recommended.	3
Listed the quality, credibility, and ethical issues involved.	2
Commented on experiences through the project.	3
Summarized like a journal, was self-reflective	5
Submitted on time, using correct grammar and spelling.	2
Total:	35

Grading Criteria

Grading Scale
Grading requirements

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 – 73
C-	72 – 70
F	69 and below

<i>Attendance/participation</i>	<i>25%</i>
<i>Weekly Assignments</i>	<i>20%</i>
<i>Final paper</i>	<i>35%</i>
<i>Optional</i>	<i>10%</i>
<i>Optional</i>	<i>10%</i>
	<i>100%</i>

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/libweb/resources/>

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop

writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.